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ABSTRACT

The report contains 12 author contributed chapters concerned with special athletic opportunities for individuals with handicapping conditions. The monograph begins with a detailed treatment of Section 504 of the Rehabilitation Act of 1973 followed by descriptions of athletic programs developed by various groups. Remaining chapters are concerned with discussions of emerging programs in certain sports, programs developed at regional and state levels, athletic opportunities in higher education, and disabled sports on the international level. Chapters have the following titles and authors: "Implications of Section 504 of the Rehabilitation Act as Related to Physical Education Instructional, Personnel Preparation, Intramural, and Interscholastic/Intercollegiate Sports Programs" (J. Winnick, et al.); "Athletics for the Mentally Retarded as Organized by Special Olympics" (K. Clark, F. Short); "Athletic Competition for the Blind Organized by the United States Association for Blind Athletes--USABA" (M. Savage, J. Winnick); "Athletic Competition for the Deaf" (G. Daquila, J. Winnick); "Wheelchair Basketball Sponsored by the National Wheelchair Basketball Association" (M. Savage, J. Winnick); "Athletic Opportunities for Wheelchair Participants as Sponsored by the National Wheelchair Athletic Association" (K. Clark, F. Short); "Athletic Opportunities for Persons with Handicapping Conditions in Bowling, Marathon Racing, Tennis, Skiing, and Beep Baseball" (K. Clark, et al.); "Sports Organized by the National Association of Sports for Cerebral Palsy" (M. Savage, J. Winnick); "Athletic Opportunities for the Handicapped--Special School District of St. Louis County" (M. Sullivan); "Minnesota Association for Adapted Athletics" (L. Kalakian, J. Heaton); "Special Athletic Opportunities in Higher Education" (F. Short); and "An Overview and Perspective on International Disabled Sports--Past-Present-Future" (C. Huber).
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SPECIAL ATHLETIC OPPORTUNITIES
FOR INDIVIDUALS WITH
HANDICAPPING CONDITIONS

by

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and

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PREFACE

In 1980, the State University College at Brockport, New York, was awarded a grant from the Office of Special Education and Rehabilitative Services, Department of Education, Washington, D.C., which consisted of two subcomponents. The first subcomponent was designed to prepare specialists in Special Physical Education at the master's degree level. The second subcomponent of the project was designed to provide inservice education to teachers of physical education throughout the state of New York. As a part of the inservice instruction, it was determined that a need existed to compile and summarize various athletic opportunities for youths with handicapping conditions. The Special Physical Education project and this monograph are in response to athletic opportunities which are mandated in both Public Law 94-142, Education for All Handicapped Children Act, and PL 93-112, Section 504 of the Rehabilitation Act of 1973.

In analyzing this legislation and subsequently pursuing the study of athletic opportunities for individuals with handicapping conditions, it became readily apparent that a great deal of activity was going on throughout the United States, but what was happening was not readily available to individuals interested in providing athletic opportunities for individuals with handicapping conditions. The reality of the situation is that there are small pockets of progress throughout many parts of the United States and many individuals and groups are working primarily independently of each other. This situation created a need for a monograph in which information pertaining to athletics for individuals with handicapping conditions is presented, which can be passed to individuals at the grass-roots level.

Prior to the mainstreaming thrust in the United States, athletes in segregated schools were involved in athletic programs because individuals in segregated schools who were physical education teachers and coaches were aware of many of the athletic opportunities available. However, as pupils move into public school settings, there is a danger of less involvement since the professionals involved in coaching are less aware of these opportunities. Since individuals with handicapping conditions are moving into non-segregated settings, it is critical that professionals in these settings be aware of the athletic opportunities which are available. It is for this purpose that this monograph is primarily designed. While the primary purpose of the monograph is to discuss "special" athletic opportunities, it should be noted that individuals with handicapping conditions should be encouraged to participate in "regular" athletic opportunities whenever possible.

In developing this monograph, it was recognized that progress in athletics for the handicapped was moving rather rapidly in the late 1970's. Changes in programs are made on an annual basis. It is expected that these changes will continue to take place and that readers must be cautioned that certain specific parts of the descriptions presented herein may be obsolete by the time they read them. However, it is felt that this monograph can serve as a take-off for the development and involvement of teachers and coaches.

For several years, leaders in Special Physical Education have indicated that it is time to emphasize abilities of individuals in planning programs rather than focusing upon limitations and disabilities. A careful review of the athletic programs which have emerged has indicated that these programs have led the field in the direction of focusing upon abilities of individuals rather than disabilities. Although the programs are classified according to handicapping conditions, various sub-classifications within programs are becoming more ability oriented.

Another interesting development is the realization that the approaches and modifications of games and sports for the handicapped developed by various athletic groups can serve as a basis for physical education curricular development, particularly in intermediate and secondary physical education programs. When, for example, a teacher is interested in knowing the types of activities which should be included in a program for a cerebral palsy child, it would be advisable for the teacher to review the athletic activities for the cerebral palsy which was presented herein and use this as a basis for overall curriculum development.

Readers who are concerned about a medical categorization of athletic programs, may be somewhat disappointed in the progress that is currently being made in programs for the handicapped. However, the reality of the situation is that at this time, this is perhaps the best way for these programs to get off the ground. For example, the Special Olympics program has developed around the medical categorization of mental retardation. Unfortunately, if such a categorization did not exist, then perhaps the mentally retarded would not be involved in any athletic opportunities. This same line of reasoning holds true with the other medical pathological categories around which athletic programs have developed. This appears to be the necessary first step in providing athletic opportunities for the handicapped.

In developing the monograph, it was also noted that although the causes and goals of the various organizations involved are humanistic, the various organizations do not always agree on approaches in providing athletic opportunities. Hopefully, differences that exist will eventually be resolved, however, the lack of coordination which presently exists can be viewed as a growing pain which will finally result in a coordinated effort in the development of athletic opportunities for individuals with handicapping conditions.

The monograph begins with a detailed treatment of Section 504 of the Rehabilitation Act of 1973. In addition, the implications of this law have been suggested by a task force headed by Dr. Joseph P. Winnick. Following this, athletic programs developed by various groups/organizations are presented. Where programs appear to be quite well developed at this point, they have been separated into independent sections. These sections are then followed by a discussion of emerging programs in certain sport areas. At this time, it is felt that these emerging areas have not been developed to the extent that they need independent treatment. It is important for readers to keep abreast of the progress made by these emerging areas.

From a description of selected programs, another approach then follows in the monograph. Programs which have been developed at regional, local, and state levels are described. The program at St. Louis County, Missouri, is

presented as a sample for the local/regional level. The program in Minnesota is in the vanguard of change and should be of interest to those individuals who wish to develop programs at the state level. Dr. Francis X. Short describes happenings in higher education. This is considered apropos, since athletic opportunities for the handicapped should not be restricted to pre-college settings. Colleges and universities have as much responsibility in providing athletic opportunities as secondary schools. As shown in his article, pockets of success have been identified, however, it is also clear that much remains to be done in higher education. Finally, the overall structure of athletic opportunities for the handicapped is presented by Craig Huber. It is hoped that this part of the monograph will serve to bring together the current status of various athletic opportunities.

Although this monograph is perhaps the first attempt in the United States to summarize information pertaining to athletic opportunities for individuals with handicapping conditions, it is hoped it will not be the last. It is hoped that readers will contribute more ideas and more model programs so that we will be required to revise it in a very, very short time.

In developing this monograph, many individuals have to be thanked for their efforts. First and foremost, thanks has to be given to William Hillman, Physical Education and Recreation Consultant, Office of Special Education and Rehabilitative Services, for his support in funding the Special Physical Education Project at Brockport. In addition, thanks is given to the Project Officer, Thomas Behrens. Appreciation is extended to the "guest" writers in the monograph. These include Matt Sullivan, Craig Huber, Dr. Leonard Kalakian, and Joan Heaton. Certainly thanks must be given to Margaret Savage, Kurt Clark and Gene Daquila, graduate assistants in Special Physical Education at Brockport, for their work in developing their sections of the monograph. Appreciation must also be extended to Dr. Julian Stein, Consultant on Programs for the Handicapped, AAHPERD. Dr. Stein gave valuable input in not only the section dealing with interpretation of Section 504, but also in recommending programs and individuals who might be helpful in developing the monograph. In regard to athletics for individuals with handicapping conditions, Dr. Stein must be credited with enhancing involvement in regular athletic programs. Finally, appreciation is extended to Debbie Shuster who was responsible for typing and proofreading the monograph. Because of these people, it is hoped that persons with handicapping conditions can gain the same benefits from athletics as any other individual.

Joseph P. Winnick
and
Francis X. Short

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IMPLICATIONS OF SECTION 504 OF THE REHABILITATION ACT
AS RELATED TO PHYSICAL EDUCATION INSTRUCTIONAL,
PERSONNEL PREPARATION, INTRAMURAL, AND
INTERSCHOLASTIC/INTERCOLLEGIATE
SPORT PROGRAMS*

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Prologue

Section 504 of the Rehabilitation Act of 1973 (PL 93-112) guarantees that no individual shall be excluded from, denied benefits of, or discriminated against in any program sponsored by a recipient of federal funds. Special emphasis and attention are given to physical education and athletics in rules and regulations governing administration and implementation of Section 504. All aspects of physical education and athletics are covered--instructional, personnel preparation, intramural, and interscholastic/intercollegiate sport programs.

Through the initiative and under the direction of Joseph P. Winnick (State University College at Brockport, New York) the Brockport Invitational Task Force met in Brockport, New York, and developed materials that have resulted in this paper. This position paper includes interpretations obtained and made by members of the Task Force. Although some interpretations were obtained from The Office of Civil Rights, they are not and should not be considered official policy statements or interpretations of The Office of Civil Rights.

Contents of this paper should be extremely valuable to teachers, coaches, administrators, students, and athletes in being better informed of their responsibilities and rights as related to physical education and athletics and as delineated in this historic civil rights legislation. For their expertise, time, effort, and commitment which have resulted in this valuable professional contribution, thanks and appreciation are extended individually and collectively to members of the Brockport Invitational Task Force.

*This paper was presented in Practical Pointers, Volume 3, Number 11, February 1980. Copies may be obtained from AAHPERD Publications, 1900 Association Drive, Reston, Virginia, 22091.

Overview

Enactment of the Rehabilitation Act of 1973--P.L. 93-112, Title V, Section 504-- is having a profound impact on instructional, personnel preparation and extra-curricular activities involving individuals with handicapping conditions. This legislation mandates that individuals with handicapping conditions be included in and receive benefits from all programs and services sponsored by agencies receiving federal funds. Section 504 provides that...

"...No otherwise qualified handicapped individual...shall, solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." (1)

Implementing Section 504 requires innovative approaches in physical education instructional programs, necessitates changes in procedures employed by personnel who conduct intramural, extramural, and interscholastic/intercollegiate sport programs and has implications for training personnel who conduct such programs. This position paper is intended to assist personnel in conducting and evaluating such programs so they will be in compliance with Section 504. (2)

Organization of this Position Paper

Section 504 serves to prevent discrimination against and exclusion of qualified individuals with handicapping conditions who wish to participate in and benefit from services which are made available to persons without handicapping conditions. This position paper is organized around two concepts which emanate from the law...

...preventing denial of benefits, and

...eliminating exclusion from programs.

Specific details of these two concepts are applied to...

...physical education instructional programs,

...interscholastic/intercollegiate sport programs,

...intramural programs, and

...personnel preparation programs.

¹Federal Register, Vol. 42, No. 86, May 4, 1977, p. 22676.

²This position paper draws from rules and regulations developed by the Department of Health, Education, and Welfare (Federal Register, Vol. 42, No. 86, May 4, 1977). Other federal agencies are developing their own rules and regulations for implementing Section 504 which continue to be published in the Federal Register.

Defining Handicapping Conditions

Handicap is defined in Section 504 Rules and Regulations (Section 84.3) as follows—

- Handicapped person means any person who (1) has a physical or mental impairment which substantially limits one or more major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment.
- Physical or mental impairment means (1) physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lymphatic; skin; and endocrine; or (2) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
- Major life activities means functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.
- Has a record of such an impairment means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.
- Is regarded as having an impairment means (1) has a physical or mental impairment that does not substantially limit major life activities but that is treated by a recipient as constituting such a limitation; (2) has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such impairment; or (3) has none of the impairments defined above but is treated by a recipient as having such an impairment. (3)

Preventing Denial of Program Benefits

One intent of Section 504 is to insure that individuals with handicapping conditions receive intended benefits of all educational programs and extracurricular activities. At least two specific conditions are prerequisites to delivering

³The Attorney General of the United States has rendered the legal opinion that drug addicts and alcoholics are considered handicapped for programs governed by Section 504. All three portions of the definition of handicapped person apply to and protect drug addicts and alcoholics from discrimination in programs and activities sponsored or conducted by recipients of federal funds. However, if continued use of drugs or alcohol affects an individual's ability to fulfill his/her responsibilities, protection of Section 504 does not apply.

services which guarantee benefits in physical education instructional programs, personnel preparation programs, interscholastic/intercollegiate sport programs, and intramural programs to individuals with handicapping conditions. Programs must be as equally effective as those provided individuals without handicapping conditions, and must be conducted in the most normal settings feasible/most integrated settings possible. (4)

Equally Effective Benefits

Section 504 rules and regulations indicate that to be equally effective, programs must afford individuals with handicapping conditions equal opportunities to attain the same results, gain the same benefits, or reach the same levels of achievement as peers without handicapping conditions. To be equally effective, however, an aid, benefit, or service need not produce equal results; each must merely afford equal opportunities to achieve equal results. This process is intended to encompass the concept of equivalent as opposed to identical services. It also acknowledges that to meet specific needs of individuals with handicapping conditions to the same extents corresponding needs of persons without handicapping conditions are met, adjustments or accommodations to regular programs or provisions for different programs may sometimes be necessary. Equal treatment and equal opportunity, thus, are not synonymous. In fact, equal treatment of individuals with handicapping conditions can in and of itself be discriminatory. Equality of opportunities for individuals with handicapping conditions is the key consideration in this process.

In reaching decisions regarding equally effective programs, (5) Supreme Court Chief Justice Warren Burger wrote in response to a unanimous Supreme Court--

"Congress has now provided that tests or criteria for employment may not provide equality of opportunity merely in the sense of the fabled offer of milk to the stork /in a shallow saucer/ and the fox /in a long-necked pitcher/. On the contrary, Congress has now required that the posture and condition of job seekers be taken into account. It has--to resort to the fable--required that the vessel in which the milk is preferred be one all seekers can use. (6)

Equally effective services should provide accommodations as needed for individuals with handicapping conditions to attain maximum benefits from services, and implies compensatory aids, services, or adjustments in regular programs. Such

⁴ Interpretations of Section 504 Rules and Regulations by their developers indicate that although terminology is different, basic concepts included in most normal settings feasible/most integrated settings possible and least restrictive environment (The Education for All Handicapped Children Act--P.L. 94-142) are identical.

⁵ Lloyd vs. Regional Transportation Authority /548 F 2d 1277, 1284 (7 cir. 1977)/, Lau vs. Nichol /414 U.S. 563 (1974)/, Briggs vs. Duke Power Co. /401 U.S. 424, 431, (1971)/.

⁶ Briggs vs. Duke Power Company /401, U.S. 424, 431, (1971)/ invoking Aesop's Fable of The Stork and The Fox.

accommodations afford individuals with handicapping conditions equal opportunities to achieve equal results. Handicapping conditions should be taken into account in manners that maximize program benefits in physical education instructional, intramural, interscholastic/intercollegiate sport, and personnel preparation programs involving individuals with handicapping conditions. In each of these program categories, the concept of equally effective may differ. In physical education instructional programs, individualizing instruction may be the instrument for providing equally effective services; in intramural and interscholastic/intercollegiate sport programs, the approach may be to accommodate expressed interests and ability levels; in personnel preparation programs accommodations may occur in the form of aids, tutors, and/or modifications of curricula.

Equally effective services also include compensatory considerations to reduce initial discrepancies in abilities when persons with and without handicapping conditions are compared at inceptions of programs. In this way more equitable results are possible for individuals with handicapping conditions. When compared with programs for persons without handicapping conditions, equally effective instruction in and/or implementation of intramural activities, interscholastic/intercollegiate competitions, physical education instructional, and personnel preparation programs involving individuals with handicapping conditions must give special considerations to, but not be limited to, finances, transportation, facilities, aids, and personnel training.

- Physical Education Instructional Programs. While a child without a handicapping condition may be able to cover a unit of motor skill instruction in two weeks and have eighty-five percent mastery of skills covered, the same schedule for a child with a neurological disorder might leave that child unprepared for the next sequential unit of instruction. If, however, this child with a handicapping condition is provided an extra week of instruction with additional assistance through peer tutoring in the first unit, this adjustment in managing instruction may provide this child with a neurological disorder greater opportunities to achieve results obtained by a child without a handicapping condition.
- Intramural Activities. A recipient of federal funds offering basketball to the general student population must provide wheelchair basketball for students confined to wheelchairs when a need exists. Only providing opportunities for students with handicapping conditions to participate in intramural activities conducted for students without handicapping conditions denies individuals with handicapping conditions opportunities to derive the same benefits as those gained by persons without handicapping conditions.
- Interscholastic/Intercollegiate Sport Programs. Coaching staffs and athletic trainers should receive specialized education so they are qualified to work with athletes possessing handicapping conditions. This enhances equally effective services in both regular and special interscholastic/intercollegiate sport programs involving athletes with handicapping conditions.
- Facilities. Section 504 does not require creating and maintaining separate facilities, but rather, insuring modifications and adaptations to existing facilities so that individuals with handicapping conditions have equally effective opportunities and benefits as able-bodied participants.

For individuals with handicapping conditions, a swimming area may need improved access to shower and locker rooms, enlarged shallow water areas for training, adjusted schedules to increase access times for practice, and appropriate ways for individuals to get into and out of the water.

Professional Preparation--

- If an applicant for teacher preparation in physical education scores poorly on a scholastic aptitude test because of dyslexia, this applicant should be given opportunities to demonstrate intellectual abilities through modified procedures minimally affected by this learning disability. The fundamental consideration in admitting an applicant into the program should be potential for benefiting from the professional training program and for becoming an effective physical education teacher. Once admitted into the professional preparation program, assessment of progress should be modified so as to evaluate teaching skills and abilities, not effects of the dyslexic condition. Upon graduation and employment as a physical education teacher, the individual should be judged on effectiveness in producing desirable changes in students. Accommodations should be made in responsibilities so as to avoid duties involving tabulations and other assignments that put the individual at a disadvantage because of the learning disability. (7)
- The quality of educational services provided students with handicapping conditions must equal that of services provided students without handicapping conditions; teachers of students with handicapping conditions must be competent or provide instruction to individuals with handicapping conditions.
- A college/university must ensure that discrimination on the basis of handicapping conditions does not occur in connection with teaching assignments of student teachers in elementary or secondary schools not operated by the college/university. Under as a whole wording, a college/university could continue to use elementary or secondary school systems that discriminate if, and only if, the student teaching program, when viewed in its entirety, offers student teachers with handicapping conditions the same range and quality of choices in student teaching assignments afforded students without handicapping conditions. (8)
- Modifications of accommodations in teacher preparation programs may include---changes in lengths of time permitted for completing degree requirements, substitutions of specific courses required for completing degree requirements, and adapting ways in which specific courses are conducted. (9)

⁷ In Davis vs Southeastern Community College the Supreme Court ruled that educational institutions do not need to "have or to effect substantial modifications of standards to accommodate the handicapped" and may impose "legitimate qualifications for some types of programs." Generally interpretations of this decision indicate that fundamental approaches of Section 504 have been little affected by the Supreme Court; if anything, otherwise qualified has been clarified.

⁸ Federal Register. Vol. 42, No. 86, May 4, 1977, p. 22692.

9 Ibid. p. 22684

--Academic requirements a recipient of federal funds can demonstrate essential to the program of instruction being pursued by a given student or to any directly related licensing requirements are not regarded as discriminatory. (10)

Most Normal/Integrated Settings

To enhance attaining optimal program benefits, Section 504 clearly intends that agencies responsible for providing services to participants with handicapping conditions offer such services in most normal/integrated settings possible. A program is not equally effective if it results in individuals with handicapping conditions being indiscriminately isolated or segregated. Some restrictions to avoid in conducting programs involving participants with handicapping conditions include...

- ...separating individuals with handicapping conditions categorically from individuals without such conditions;
- ...removing individuals with handicapping conditions inappropriately from the community or immediate environment; and
- ...placing individuals with handicapping conditions indiscriminately into special and/or segregated programs and activities.

Although special services may be required in some instances, providing separate or different services unnecessarily and/or categorically is discriminatory. Congressional testimony about Section 504 raised questions as to why personnel delivering services should not explain reasons that individuals with handicapping conditions cannot participate with individuals without handicapping conditions in instructional, personnel preparation, interscholastic/intercollegiate sport, and intramural programs.

Every individual with a handicapping condition is entitled to participate in programs and activities based on application of the Constitutional principle of least restrictive alternative requiring...

- ...continuum of appropriate alternative placements;
- ...justification by a recipient agency as to why individuals with handicapping conditions must be moved to more restrictive and less integrated settings;
- ...movement of participants in the direction of less restrictive and more integrated settings;

¹⁰ Ibid. p. 22684.

- ...placements based on individual abilities, disabilities, and personal needs—not categorical generalizations or labeling processes—at any step on the continuum;
- ...individuals with and without handicapping conditions to participate together to maximum degrees possible;
- ...consideration of the proximity of alternate settings to a participant's home; and
- ...prohibition of different or separate services to individuals with handicapping conditions from services provided persons without handicapping conditions, unless such actions are necessary to provide qualified individuals possessing handicapping conditions with services effective as those provided persons without handicapping conditions.

Total Integration

To maximum degrees possible, individuals with and without handicapping conditions are to participate together in interscholastic/intercollegiate and intramural sports, and in instructional and personnel preparation programs in physical education.

- Single leg below-knee amputees with prosthetic devices can and legally should be provided opportunities to play on interscholastic football teams. Recent rulings of the National Federation of State High School Associations permit use of below-knee prosthetic devices in football if they create no more dangers or safety hazards than an individual's natural limb. (11)
- Interscholastic wrestling rules require use of the finger touch method in the neutral position with initial contact being made from the front in matches involving a sight handicapped wrestler. Contact must be maintained until a break for a takedown is made; initial movement on the break must be forward.
- No restrictions exist in wrestling concerning use of artificial limbs on upper or lower parts of the body. Any artificial limb approved through a state high school athletics/activities association office can be used in a wrestling contest. If a contestant wears an artificial limb, he must weigh in with the limb which may have some effect on his total body weight.
- Interscholastic track and field and cross country rules permit a visually impaired athlete to make physical contact with a teammate for the purpose of giving direction only, provided they do not impede or interfere with any other competitor.

¹¹ Opinions rendered by personnel from the Office of Civil Rights indicate that exclusions of above knee, hand, and arm prosthetic devices from this 1978 interscholastic football rule change are discriminatory.

Continuum of Alternative Placements

A recipient shall establish a continuum of alternative placements so that individuals with and without handicapping conditions can be integrated in all activities to maximum degrees possible. In addition to totally integrated instruction in regular classes, instruction in special classes and special schools, home instruction, and instruction in hospitals and institutions, the required continuum of alternative placements must include provisions for supplementary services such as resource rooms and/or itinerant instruction in conjunction with regular class placements. For some individuals, an ideal situation can be a combination which includes participation in some activities in totally integrated settings, and participation in other activities in totally segregated settings.

- . In physical education it is possible to use dual, combined, or flexible scheduling patterns in which a student participates in an integrated block program for some activities and in a segregated class for other activities. Placement of an individual is determined on the basis of his/her potential to have safe, successful, and personally satisfying experiences.
- . Wheelchair intramural or recreational activities may include persons with and without handicapping conditions participating together. For example, an all comers wheelchair tennis tournament in which players with and without handicapping conditions compete in wheelchairs is sponsored by the Los Angeles (California) Parks and Recreation Department. In this example, an activity which has been designed for individuals with handicapping conditions is organized so that persons without handicapping conditions can participate with those possessing handicapping conditions.

Separate Programs or Activities

A recipient of federal funds may offer students with handicapping conditions programs and activities that are separate or different only if (1) the recipient operates programs and activities in the most normal and appropriate settings, (2) qualified students with handicapping conditions are not denied opportunities to participate in programs and activities that are not separate or different, (3) qualified students with handicapping conditions are able to participate in one or more regular programs and activities, and (4) students with handicapping conditions are appropriately assigned full-time in special facilities.

- . Olympic type competitions available for target groups of individuals with special needs include Special Olympics (mentally retarded), Olympiad for the Physically Disabled (wheelchair bound, amputees, visually impaired), International Games for the Deaf (deaf and hard of hearing), International Spastic Games (cerebral palsied), International Games for Visually Impaired (blind and partially sighted).
- . National, regional, state, and local programs and activities are also conducted for individuals with specific handicapping conditions. These include but are not limited to bowling, golf, skiing, goalball, and beep-ball for blind and/or partially sighted participants; track and field, basketball, swimming, slalom, and archery for individuals in wheelchairs; track and field, soccer, cycling, and volleyball for persons with cerebral palsy; a full range of individual and team activities for individuals possessing all types and degrees of mental retardation.

Key considerations in this process are that individuals have opportunities to participate in integrated activities, and decisions for segregated or special activities are based on interests, wishes, and needs of participants, not administrative expedience or categorical generalizations. Motivations for interest in and use of separate programs or activities are diverse and also important considerations in this decision-making process.

Program Accessibility

A recipient of federal funds shall operate each program or activity so that the program or activity when viewed in its entirety is readily accessible to individuals with handicapping conditions. No qualified persons with handicapping conditions may be declared ineligible for participation in programs and activities solely on the basis of a handicapping condition. Rules and regulations prohibit exclusion of individuals with handicapping conditions from federally assisted programs because of architectural or other environmental barriers. (12)

Facilities

A recipient of federal funds is required to make facilities when taken as a whole accessible to individuals with handicapping conditions. As necessary, existing facilities must undergo structural changes and all new facilities must be constructed to assure accessibility and usability.

- When new gymnasias, swimming pools, playgrounds, nature trails, stadia, or other indoor and/or outdoor facilities designed for use in physical education instructional, intramural, and interscholastic/intercollegiate sport, and/or personnel preparation programs are planned and built, each must meet standards and criteria found in the American National Standards Specifications for Making Buildings Accessible to and Usable by the Physically Handicapped published by the American National Standards Institute, including...
 - ...barrier free access for individuals in wheelchairs, with braces, on crutches, or with other mobility problems;
 - ...visual emergency systems and markings for individuals with hearing impairments;
 - ...auditory signals and systems for individuals with visual impairments; and
 - ...equipment and devices which can be used by individuals regardless of type or severity of handicapping conditions.
- A program is in clear non-compliance if all gymnasias are located on upper levels thus eliminating persons in wheelchairs or with other mobility problems from using them.

¹² Ibid. p. 22681.

- . If all outdoor physical education teaching stations are inaccessible to persons in wheelchairs and to individuals with other mobility or sensory problems, this aspect of the school program is in non-compliance with Section 504.

Numbers

A recipient of federal funds may not apply limitations upon numbers or proportions of individuals with handicapping conditions who may be admitted to programs and activities.

- . Identifying or limiting percentages of students with handicapping conditions who may be enrolled in personnel preparation programs would be in clear violation of the law. However, handicapping conditions may be considered in attaining affirmative action goals.

Testing

A recipient may not use any test or criterion for admission to programs and activities that have disproportionate and/or adverse effects on individuals with handicapping conditions or on any class of persons with handicapping conditions, unless the test or criterion, as used by the recipient, has been validated as a predictor of success in educational programs or activities in question. If an individual with a handicapping condition is excluded from a service, this individual cannot benefit from that service. Individuals with handicapping conditions must be able to gain entry or eligibility to services, and must be provided equally effective services and equal opportunities to benefit from such services. Criteria for entry into intramural and interscholastic/intercollegiate sport, instructional, and personnel preparation programs must not discriminate against individuals with handicapping conditions. Entrance tests or course examinations must reflect student achievements or attainment of specific educational objectives that tests purport to measure rather than impairments of students.

- . Requiring a learning disabled student to diagram plays on paper when gross inversion, reversal, or transposition problems exist would be discriminatory if the same student has ability to answer verbally on tests.
- . Preventing blind persons from entering physical education personnel preparation programs because of admission tests which depend on sight for successful performances would be illegal unless results of admission tests have been validated as predictors of success in teaching physical education.
- . Requiring prerequisite physical and motor skills based on the rationale that they are essential for competent teaching could exclude otherwise qualified individuals from some personnel preparation programs. A direct relationship must be determined between acquiring these motor skills and teaching competencies. An institution would have to present well documented skill competencies with valid

performance measures indicating all other persons in the program have mastered the competencies. If an individual with a handicapping condition can perform at levels above others who have been admitted to the program is rejected, this would be discriminatory. Little data to date indicate casual relationships between skill performances and teaching effectiveness. Thus, non-discriminatory practices would be difficult to prove. Disqualification due to lack of motor skills based on unsubstantiated assumptions that these skills are essential prerequisites would be discriminatory.

Excluding an individual with a handicapping condition from intramural or interscholastic/intercollegiate sport competitions because of failure to pass prerequisite examinations in academic subjects, rules and strategies of games, and physical and motor tests not related to a particular sport may unduly deprive such individuals from participation. For example, a mildly mentally retarded student may be required to achieve passing grades in academic subjects or gain units before participating in athletic competition. Exclusion from participation for such reasons would be discriminatory if the handicapping condition was reflected in academic failure. Exclusion from participation due to failure to pass prerequisite cognitive, physical, and motor tests based on unwarranted assumptions that mastery of the tests is prerequisite to participation in the sport is discriminatory. Since performance can be measured in actual playing situations, predictive tests run the risk of being discriminatory.

Auxiliary Aids and Services

A recipient of federal funds shall take such steps as necessary to ensure that no student with a handicapping condition is denied benefits of, excluded from participation in, or otherwise subjected to discrimination under any program or activity operated by that recipient because of absence of auxiliary aids for students with impaired sensory, manual, or speaking skills.

In operating teacher education programs, colleges/universities must reasonably accommodate students with handicapping conditions by providing auxiliary aids. Auxiliary aids may include taped tests, interpreters or other effective methods of making orally delivered materials available to students with hearing impairments; readers in libraries for students with visual impairments; classroom equipment adapted for use by students with manual impairments; and other similar services and actions. Recipients need not provide attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature. (13)

For many individuals with handicapping conditions, accommodations with adaptive devices are all that is needed to insure safe, successful, and satisfying participation. Examples of such devices include special handle bowling balls for individuals with cerebral palsy, arthritis, missing fingers, poor coordination, low levels of hand and arm strength;

¹³Ibid, p. 22684.

bowling ramps for persons with cerebral palsy, paraplegia, quadriplegia, and multiple conditions; auditory sighting devices so visually impaired persons can participate in archery; swivel seats on carts for paraplegic golfers; outriggers for paraplegic and post polio skiers; paulks for double leg amputee skiers; and countless other homemade, improvised, and easily devised items according to individual interests, needs, abilities, and disabilities of participants.

Rules

Committees responsible for making and changing rules for specific sports must be sure that such rules do not discriminate against or exclude individuals from opportunities to participate solely because of handicapping conditions, and that changes and adjustments do not give individuals with handicapping conditions unfair advantages.

- . Point starting guns down--rather than up--so deaf athletes can see the signal and compete more equitably in track running events, cross country, and swimming. (14)
- . Allow direct physical contact by holding hands, touching elbows, using a rope or strap, or by endorsing other means so blind distance/cross country runners can take part in track/cross country/marathon races.
- . Allow individuals with prosthetic devices to play soccer and wrestle so long as these devices do not create any more potential harm for opponents or self than the individual's natural limbs.
- . Permit a football team consisting entirely of deaf and hearing impaired players to have offensive signals keyed with a base drum from the sidelines.
- . Do not permit a single-arm amputee swimming a butterfly stroke to gain an unfair advantage over opponents without handicapping conditions by rotating the head and body so that execution is more like a freestyle than a butterfly stroke; such an unfair advantage is not intended by law. This individual is not prohibited from participating since he/she can compete in freestyle events.
- . Do not deny mentally retarded students opportunities to gain eligibility in interscholastic sports because of academic scholarship rules requiring successful completion of a specific number of units, Carnegie units, or other approaches that are not consistent with these students' individualized education programs or structures of special education programs themselves.

¹⁴ An experiment is currently being conducted in Illinois to determine feasibility and effectiveness, of a light synchronized with the starter's gun to permit deaf and hard of hearing runners more equitable and fairer starts in track events.

Scholarships

An individual may not be denied an athletic scholarship on the basis of a handicapping condition. It would not be discriminatory if an individual was denied an athletic scholarship on the basis of comparative athletic ability.

- . A student with a neurological disorder may be denied a varsity football scholarship on the basis of inability to play football.
- . A deaf person could not on the basis of this condition, be denied a scholarship for a school's diving team. The individual could, however, be denied such a scholarship on the basis of comparative diving ability.
- . A college or university with recognized representative wheelchair teams in track and field and/or basketball does not have to provide scholarships for these specific sports even though grants-in-aid are provided athletes competing on regular track and field or basketball teams. Section 504 does not require that scholarships be given for any given sport--this is a decision reserved for the college or university. However, a college or university cannot deny scholarships to athletes with handicapping conditions purely on the basis of such conditions when athletic scholarships are provided for a sport. Decisions not to award scholarships must be based on comparative athletic ability in the scholarship sport.

Other Factors

No qualified students with handicapping conditions shall on the basis of such conditions be excluded from participating in, denied benefits of, or otherwise subjected to discrimination because of insurance, finances, transportation, equipment, supplies, or supportive personnel.

- . Finances. Interscholastic/intercollegiate teams consisting of students with handicapping conditions are to receive equivalent equipment, supplies, travel expenses, and officials, as interscholastic/intercollegiate teams for students without handicapping conditions. Finances needed for wheelchair basketball teams may exceed those of basketball teams consisting of players without handicapping conditions; however, opportunities for equally effective participation, benefits, and outcomes must be provided.
- . Transportation. If a student or students have been identified as needing an interscholastic/intercollegiate program which a recipient of federal funds cannot provide, the recipient is responsible for providing appropriate transportation so that this identified need has an equally effective opportunity to be met. For example, if late busses are provided to take students home after intramural, interscholastic or other extracurricular activities, late busses must also be provided for students with handicapping conditions who require special transportation. To do otherwise is discriminatory and prevents these students from opportunities for equally effective participation.

- . Financial Aid. Section 504 prohibits discrimination in administering financial assistance, and stipulates that recipients of federal funds may not provide less assistance to or limit eligibility of qualified individuals with handicapping conditions for such assistance, whether this assistance comes directly from recipient or from another entity through the recipient's sponsorship. Awards that are made under wills, trusts, or similar legal instruments in a discriminatory manner are permissible, but only if overall effects of the recipient's provisions of financial assistance are not discriminatory on the basis of handicapping conditions.
- . Local education agency responsibilities. In cases where individual schools do not have enough players to form teams, local education agencies must make sure that students with handicapping conditions are afforded opportunities in extracurricular activities comparable to those offered individuals without handicapping conditions, including interscholastic and intramural sports.

If a group of students in an individual school desires to play interscholastic wheelchair basketball, and an individual school does not have a sufficient number of players, it may combine players with those from other schools within the local education agency to form such a team.

Concluding Statement

After reading this position paper, it must be immediately clear that Section 504 has tremendous implications for physical education instructional, personnel preparation, intramural, and interscholastic/intercollegiate sport programs. It is also evident that many changes must be made in most programs to be in full compliance with Section 504 and to offer services which individuals with handicapping conditions deserve. Much has been done and is being done throughout the United States in regard to programs in these areas, but much remains to be done. That which needs to be done will not be completed in a week, a month, or a year. As progress is made, success will be satisfying. As attempts are made to implement the law fully, frustrations will be quite evident. However, discrimination, be it intentional or unconscious, regarding programs involving individuals with handicapping conditions must, and will end.

Early in the process of change, Section 504 and its implications must be understood. Once the law is understood, all programs must be evaluated and transition plans established for full compliance. Eventually, every program in the United States should be in full compliance and provide individuals with handicapping conditions those opportunities which they deserve in a free and just society.

Selected Resources

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Section 504/P.L. 94-142. Washington, D.C.: National Association of State Directors of Special Education (1201 16th Street, N.W., 20036), n.d.

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Your Rights as a Disabled Person. Washington, D.C.: Office of Civil Rights, Department of H.E.W. (20201), 1977.

Key Periodicals

AMICUS. National Center for Law and the Handicapped, 211 West Washington Street, Suite 1900, South Bend, Indiana, 46601.

INSIGHT. Council for Exceptional Children, 1920 Association Drive, Reston, Virginia, 22091.

NATIONAL CENTER FOR LAW AND THE DEAF NEWSLETTERS. c/o Gallaudet College, 7th and Florida Avenue, N.E., Washington, D.C., 20002.

REPORT. National Center for a Barrier Free Environment, 7th and Florida Avenue, N.E., Washington, D.C., 20002.

FEDERAL REGISTER, 1100 L Street, N.W., Washington, D.C.

Key Organizations

American Alliance for Health, Physical Education, Recreation, and Dance
Unit on Programs for the Handicapped
1900 Association Drive
Reston, Virginia 22091

Council for Exceptional Children Federal Legislation Unit
1920 Association Drive
Reston, Virginia, 22091

National Center for Law and the Handicapped
211 West Washington Street, Suite 1900
South Bend, Indiana, 46601

ATHLETICS FOR THE MENTALLY RETARDED
AS ORGANIZED BY SPECIAL OLYMPICS*

by Kurt Clark
Francis X. Short
SUNY Brockport

Introduction

The Joseph P. Kennedy, Jr. Foundation created the Special Olympics in 1968 making sport training programs and athletic competition available to individuals with mental handicapping conditions who are eight years old and over. Eunice Kennedy Shriver, the founder and president of the Special Olympics since their inception, views the training programs and competition as contributing to the growth and well-being of the participants. By involvement in Special Olympic programs, it is hoped that the participants will grow in self confidence and develop a positive self image. Developing sports skills and improving physical fitness are also objectives of these programs.

History

The concept of the Special Olympics originally developed from a physical fitness program established for individuals with mental handicapping conditions by the Kennedy Foundation in cooperation with the American Alliance for Health, Physical Education, and Recreation (AAHPER). In 1968 the Kennedy Foundation, working with the Chicago Parks and Recreation Commission, held the first International Special Olympic Games at Soldier Field involving slightly less than 1,000 athletes. Although experimental in nature, these games were so successful that they were held again in Chicago in August of 1970, attracting athletes from the United States, Canada, France, and Puerto Rico. Subsequent International Special Olympic Games were held at the University of California at Los Angeles (1972, 2,500 athletes), Central Michigan University (1975, 3,200 athletes), and State University of New York at Brockport (1979, 3,500 athletes).

Already over one million individuals have participated in Special Olympic programs. Approximately 350,000 volunteers and more than 40 countries are involved in Special Olympic programs. Additionally, professional leagues such as the National Hockey League, National Basketball Association, and North American Soccer League now conduct programs in their respective sports teaching Special Olympians skills necessary for successful participation in these team sports.

Eligibility

Any individual, eight years of age or older, who has an IQ of 75 or less is eligible to compete in Special Olympics, providing they do not participate in regular school competition (recognized by school, state, or national athletic associations). Athletes with multiple handicapping conditions are

*This section consists primarily of the authors' interpretation of material printed in the Official Special Olympics Sports Rules, Joseph P. Kennedy, Jr. Foundation, 1979.

eligible providing they meet the age and IQ requirements.

Age Groups

To categorize athletes for the purpose of equal competition, age groups have been constructed. For individual events, the age groupings are 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-29, 30 and over. Team competition is comprised of a junior age group (8-15 year olds) and a senior age group of 16 year olds and older.

Meets and Games

The most basic form of Special Olympic competition is the annually held local or area meet. These meets may qualify individuals for the larger Chapter, Regional, National, and International Games. Chapter Games are analogous to state meets. States are arranged geographically into eight regions. Chapter, Regional, and National Games are usually held annually. International Special Olympic games, just as the International Olympics, are held every four years. The 8-9 year old age group is excluded from Regional, National, and International games.

For practical purposes, area and chapter Games often include only a portion of the Official Special Olympic sports. Factors such as the facilities available and the climate affect the number of sport events which a local or chapter meet may accommodate. Oftentimes a Special Olympic area or chapter program will hold competition throughout the year with different sports or events at each meet.

Competition Divisions

Within each age group, one may expect a variety of skill levels. Given this situation, separate divisions are constructed within each age group to accommodate varying skill levels. Participants in individual events are placed in a division according to their previous best time or performance. The number of divisions depends upon the number of competitors and their relative abilities. Each division is usually comprised of three to eight competitors. Organizers of local and area meets, however, may choose to make an exception due to the relatively small number of athletes competing at the local level.

In team competition no fewer than three teams per division are allowed (this rule may be waived at local meets). Entrants in team sport events are also classified for the purpose of equalizing competition. An appropriate panel (i.e., tournament officials) screens each team during a five-minute scrimmage and places each team in appropriate divisions based upon that evaluation.

Awards and Jurisdiction

All athletes in the Special Olympic Games receive recognition in the form of an award. Ribbons and medals are awarded specifying the level of competition (local meet, Chapter Games, etc.) and place of finish. A Games Rules Committee is established for each meet or games to arbitrate disputes and render final decisions relative to the competition.

Official Special Olympic Sports and Events

Given the unique qualities of the Special Olympian, some modification of rules, team size, and playing area are sometimes necessary. However, a review of each sport or event in the games indicates that these modifications are not extensive. Except where otherwise noted, rules or characteristics of each named sport are the same in Special Olympic competition as those specified by the National Federation of State High School Associations (NFSHSA).

A comprehensive list of Official Special Olympic Sports or Events is presented below. These sports and events will be expanded upon in subsequent sections of this narration.

Basketball

Team Competition
Individual Run, Dribble,
Shoot Competition

Wheelchair Events

25 Meter Race
30 Meter Slalom
100 Meter Relay

Bowling

Winter Sports

Floor Hockey

Alpine Skiing

Gymnastics

Tumbling
Balance Beam
Free Exercise

Giant Slalom
Slalom
Downhill

Nordic Skiing

Frisbee Disc

100 Meter Sprint
One Kilometer Race
Three Kilometer Race

One Meter Diving

Soccer

Team Competition
Individual Skills Contest

Ice Skating

50 Meter Race
100 Meter Race
400 Meter Race
Figure Skating

Swimming

25 Meter Freestyle
50 Meter Freestyle
25 Meter Backstroke
25 Meter Breaststroke
25 Meter Butterfly
100 Meter Freestyle Relay

Track and Field

50 Meter Dash
200 Meter Dash
400 Meter Run
Mile Run
400 Meter Relay
High Jump
Standing Long Jump
Softball Throw
Pentathlon

Basketball

Basketball takes on two forms in the Special Olympic Games: team competition and a separate Run, Dribble, Shoot contest. The only significant modification in team play is each member must play at least one quarter. Fouls are only called in cases of "rough contact". The coaches and officials of lower division teams may meet before the game to determine what fouls will be called.

The Run, Dribble, Shoot contest involves four components with the participant having the highest composite score winning the gold medal. One component is free throw shooting in which each athlete takes five free throws worth six points each. Competitors in the 8-9 age group shoot from a free throw line 2.73m (9 feet) away from the basket. The age group of 10 and 11 year olds shoot from a 3.65m (12 feet) line, and all others shoot from the regulation foul line which is 15 feet or 4.56m from the basket.

A second component of the Run, Dribble, Shoot competition involves field goal shooting. Each participant takes one shot from each of six specified positions on the floor as displayed in Figure 2.1.

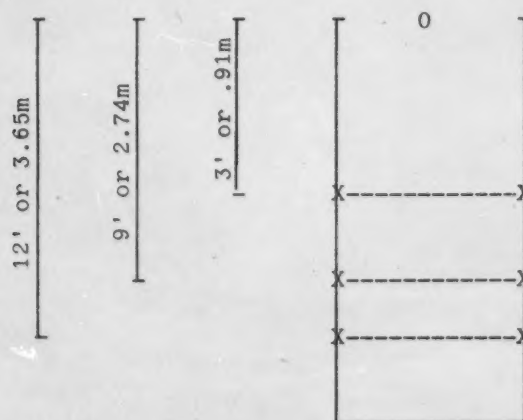


Figure 2.1
Field Goal Shooting Positions and Distances
in the Run, Dribble, Shoot Competition

As shown in Figure 2.1, the shooting positions are located along both sides of the foul lane at varying distances from the basket. Each successful shot adds five points to the participant's total score.

The third component involves dribbling around cones and shooting a layup as demonstrated in Figure 2.2. Each athlete starts from the center circle, dribbles around two cones set 10.94m (36 feet) apart (as seen in Figure 2.2) and shoots a layup. Time consumed dribbling is subtracted from 30 seconds to determine points scored. Five additional points are awarded for a successful layup.

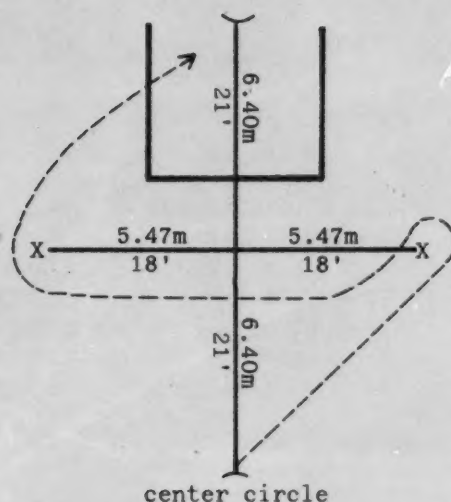


Figure 2.2
Dribbling Contest Arrangement for the
Run, Dribble, Shoot Competition

The final aspect of the Run, Dribble, Shoot contest is the bonus goal. A competitor is awarded 10 points for making a long shot, as depicted in Figure 2.3.

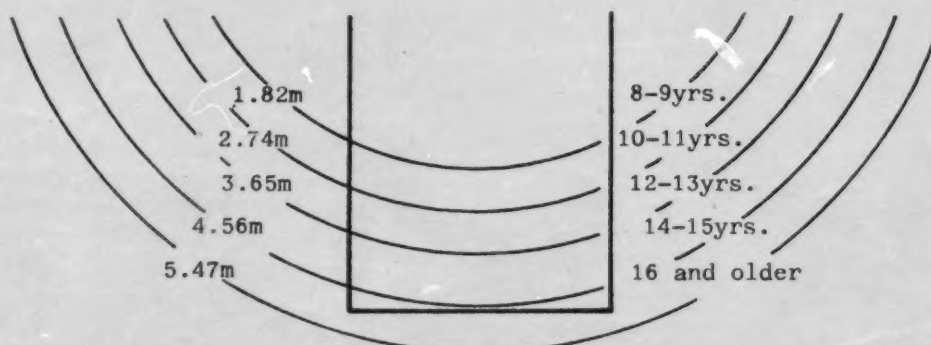


Figure 2.3
Shooting Radii According to Age Group for the
Bonus Shot in Run, Dribble, Shoot Competition

As Figure 2.3 shows, competitors take their one allotted shot from a distance dictated by their age. Players may elect to shoot from any point along the specified radius.

Bowling

Bowling is a Special Olympic sport which requires very little modification. Special devices such as a ball with a retractable handle or a pushstick are allowed providing forward impetus is supplied by the bowler. Bowling ramps,

therefore, are not permitted. Fouls for crossing the foul line are called in Special Olympic bowling just as they are in any competitive bowling setting.

Floor Hockey

Special Olympic floor hockey is very similar to ice hockey in terms of rules and regulations. There are six players from each team involved in the action on a playing area that need only be level, properly marked, and large enough for 12 players to compete safely. The puck used is a doughnut-shaped felt ring (20.3cm in diameter) and the sticks resemble broom handles. Players attempt to control the puck by placing the tip of their stick in the center of the disc and either pushing or pulling it away from the opposition. Each goalie uses a mask, a glove, and a regulation ice hockey stick. Coaches are required to submit two "lines" of five players each to the officials prior to competition. Time is stopped after every three minutes of play to change "lines." The goalies, however, may remain in goal for the length of the game. The game proceeds in a fashion similar to ice hockey. Face offs, off sides, minor, and major penalties are all part of Special Olympic floor hockey. Each game consists of three nine-minute periods of running time (the clock is stopped for penalties, "line" changes, and "frozen" puck situations).

Poly Hockey

Poly hockey is another Special Olympic hockey event which is very similar to ice hockey. Ideally, a gymnasium with one regulation-size basketball court is used for the playing area. This allows easy identification of the center line and also lends the opportunity to place the goals on each end line. The equipment used includes a plastic hockey set, goals not exceeding 1.5m X 1.2m, and a goalie mask. Each side consists of six players: two forwards, two defenders, a center, and a goalie. The forwards must remain on their offensive half of the floor and the defenders must remain on the defensive half of the floor. The center, who carries a distinctively marked stick, may move full court. The game consists of three eight-minute periods. If the puck becomes lodged in bleachers, the referee immediately tosses another puck into play to keep action continuous. Penalties called are similar to those in ice hockey (offending player is expelled for two minutes). Additionally, minor fouls (holding the puck, player in goalie crease area, etc.) may be called. A player who accumulates five fouls is required to leave the game.

Frisbee Disc

The frisbee disc competition is a rather unique event of the Special Olympics. By using a frisbee disc rather than an Olympic discus, Special Olympians avoid the excess cost and danger of the discus event. Practice at home or indoors is feasible. There are two distinct events in Frisbee Disc: the accuracy event and the distance event. In the accuracy event, shown in Figure 2.4, athletes attempt to throw a frisbee through a hoop.

Each competitor throws at a hoop 6.40m (21 feet) away. The hoop, which is .91m (3 feet) in diameter, is suspended .61m (2 feet) above the ground by two poles. Each contestant is allotted 10 attempts and receives one point for each successful toss.

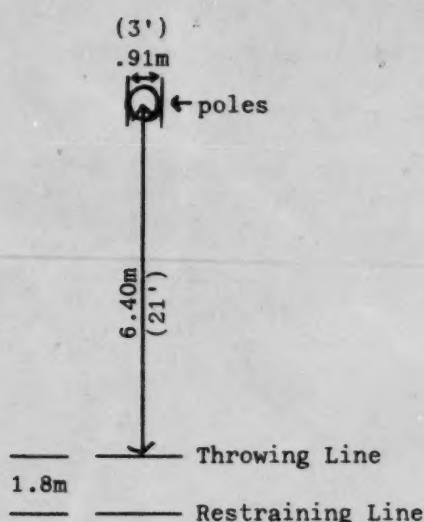


Figure 2.4
The Accuracy Event In
Frisbee Disc Competition

In the distance event, the participant who throws the disc the farthest is the winner. The toss is made from behind the throwing line or from within a 1.8 meter restraining area if the competitor desires a short run before the toss. Each athlete is allotted three attempts. Throws are measured from the throwing line to where the disc initially touches the surface.

Gymnastics

Gymnastic competition requires no significant modifications in the Special Olympics. Balance beam, tumbling, and free exercise are the gymnastic events. A competitor may enter any two events. The three judges score each performance on its difficulty, correct form, technically correct execution, and combinations.

One Meter Diving

In one meter diving, each competitor is given two dives. Three judges score each dive. Each score contributes to the diver's total score; the athlete with the highest total score is declared the winner. Diving form and the difficulty of the dive are of prime importance in determining scores.

Soccer

Soccer competition in the Special Olympics involves a regular game as well as a soccer skills competition for individuals. The game itself requires little or no modifications. The playing field may be between 90m and 120m in length and have a width between 45m and 90m. Adjustments of playing area size, duration of the game, or size of the ball may be necessary for lower functioning athletes. Any modification should be agreed upon by the coaches or declared by the referee prior to the start of the game. The game duration is 60 minutes and is divided into four equal periods of play.

Each athlete must play at least half the game.

The soccer skills competition in the Special Olympics involves four aspects: dribble, pass, juggle, and shoot. The individual with the highest combined total score wins the gold medal. The dribbling skill requires the athlete to dribble through a maze of cones (see Figure 2.5).

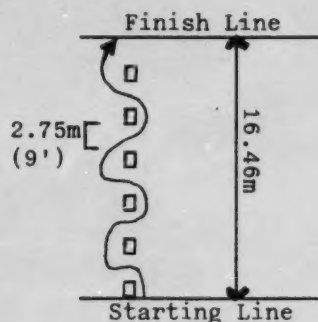


Figure 2.5
Course Arrangement for the Dribbling Component
in Soccer Skills Competition

As seen in Figure 2.5, six cones are placed 2.75m apart and in a straight line. Each contestant must go from start to finish around each cone as quickly as possible. Time consumed dribbling is subtracted from 50 seconds to determine the player's score.

In the passing portion of soccer skills competition, each athlete is required to dribble the ball, stop or trap the ball, and attempt to pass it through a target as shown in Figure 2.6.

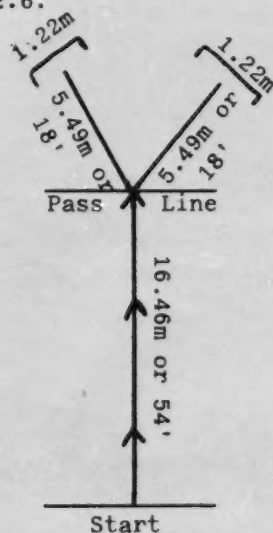


Figure 2.6
Layout for the Passing Portion of
Soccer Skills Competition

Figure 2.6 shows the distance which the ball must be dribbled (16.46m) and passed (5.49m in either direction). The athlete must stop the ball on the pass line before passing. Time consumed from the start until the ball passes the cones is subtracted from 50 seconds to determine the player's score. If the pass goes between the cones, five bonus points are awarded.

The third component of the soccer skills competition is juggling. Each contestant has two attempts in which to keep the ball in the air by using body parts other than hands or arms. To start, the contestant tosses the ball up to him/herself. Scoring is determined by the total number of times the contestant touches the ball before it hits the ground. The total number of touches during both trials determines the participant's final score.

The fourth and final portion of soccer skills competition is shooting. Figure 2.7 describes the layout of this contest.

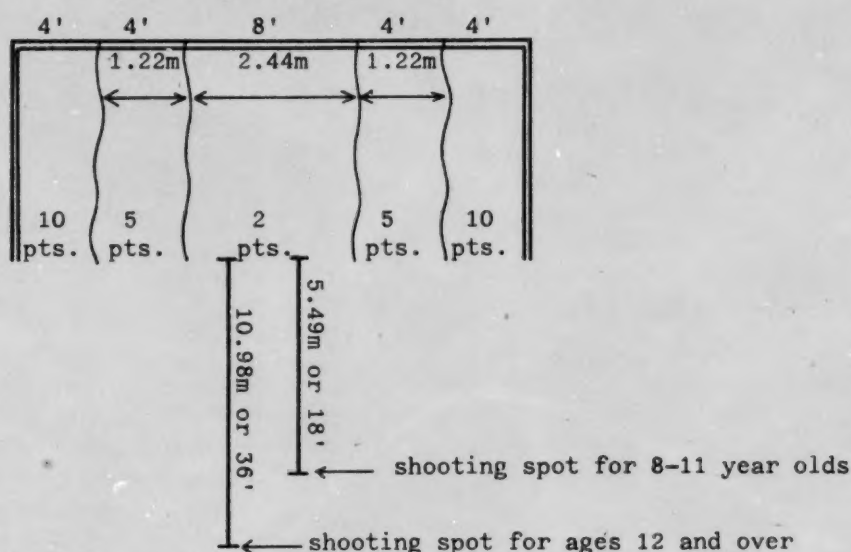


Figure 2.7
Layout for Shooting Skill of the
Soccer Skills Competition

As seen in Figure 2.7, the distance from which the shot is taken varies with age. The portion of the goal in which the ball enters is the determinant for points scored. Each athlete is allowed three attempts. The sum of the three attempts is the final score for each contestant.

Swimming

Swimming requires no modifications in the Special Olympics games. A 25 meter pool is recommended and all races start in the deep end. The events include: 25m freestyle, 50m freestyle, 25m backstroke, 25m breaststroke, 25m butterfly, and 100m freestyle relay.

Track and Field

Due to the strenuous nature of some track and field events, particularly the mile run and 400m run, special care is taken to insure that adequate training and preparation have been given each athlete. The athlete's coach must certify on the entry form that the competitor is adequately trained for the event. Aside from this precaution, no modifications are necessary for Special Olympic track and field competition. No fraction devices of any kind are permitted (i.e., cleats, starting blocks, etc.). Events include: 25m dash, 200m dash, 400m run, mile run, high jump, broad jump, 400m relay, softball throw, and pentathlon. In the softball throw, a 30cm softball is thrown from behind a restraining line, and the farthest throw of three attempts is measured. The pentathlon events include: 50m dash, 400m run, softball throw, high jump, and broad jump. Scoring in the pentathlon is based on a precise number of points given for each event, depending upon the performance. Points earned from all events are then combined for the total score.

Volleyball

Volleyball in the Special Olympics is another sport which requires little or no modification. Games are best two out of three and are played to 15 points. Court size and net height may be modified for lower functioning athletes, if agreeable to both coaches. Net height may be a maximum of eight feet and is adjusted for teams of varying skill levels.

Wheelchair Events

Wheelchair races are another rather unique event of the Special Olympic games. Those who use a wheelchair as their primary means of locomotion are eligible to compete. The events include a 25m race, 30m slalom, and 100m relay. Participants may move their wheelchair in any manner they desire (forwards, backwards, with feet, etc.). Assistants follow behind each competitor to help avoid accidents. In the slalom race, five cones are placed five meters apart along a 30 meter course. Participants must go around each cone and are allowed to touch them without penalty. Each 100m relay team is comprised of four participants. The second, third, and fourth competitors on each team may leave the restraining line only after their teammate's wheels have crossed that line.

Demonstration Sports and Events

Along with the official Special Olympic sports, there are many sports or events which take the form of experimental Special Olympic activities. Up to three of these sports or events may be included in any particular Special Olympic program. Upon viewing the success and/or failure of these demonstration sports, the Special Olympics Executive Committee may decide to make a particular sport part of the official program. The following sports or events may be used as demonstration:

Sports

Badminton	Golf	Softball
Cross Country	Physical Fitness Events	Synchronized Swimming
Field Hockey	Rhythmic Exercise and Dance	Tennis
Touch Football	Water Polo	Wrestling

Events

Gymnastics: low horizontal bar, side horse, low parallel bars, vaulting horse or buck, still rings, and pommel horse.

Swimming: 100m freestyle, 50m backstroke, 50m breaststroke, 100m individual medley, 100m medley relay.

Track and Field: 100m dash, 800m run, running triple jump, shotput, hurdles, running long jump.

Winter Sports

The winter sports portion of the Special Olympics program has grown rapidly in popularity. Initially, there were only a few participants in ice skating, which was originally the only winter sport in the Special Olympics. Led by Maine Special Olympics, training programs for a variety of winter sports were enacted in many states. In 1977, the first International Winter Special Olympics were held in Steamboat Springs, Colorado. These games were a success and provided promise for winter sports to grow in popularity in the future.

The current events in the Winter Sport Special Olympics are: giant slalom, slalom, downhill, 100m sprint (flat course), one kilometer Nordic race, and three kilometer Nordic race. The original ice skating events also remain: 50m race, 100m race, 400m race, and figure skating. As in any figure skating competition, there are compulsory and freestyle components. No significant modifications are necessary for conducting any winter sport events.

Training and Organization

Before an individual is able to compete in the Special Olympic Games, it is vitally important that the participant have prerequisite physical skills (Winnick, 1979). Two primary sources of information regarding training methods, techniques, etc. are:

"Train a Champ"

Special Education Training and Resource Center Unit
Office for Education of Children with Handicapping Conditions
State Education Department
Albany, NY 12234

or

Sports Skills Instructional Program
Special Olympics, Inc.
1701 K Street, N.W.
Suite 203
Washington, D.C. 20006

Beyond the competition itself, there is the ritual, ceremony, and pagentry of the Special Olympics. A great deal of time must be spent in preparation for the games. The Kennedy Foundation has published a manual entitled "A Guide for Local Programs" which elaborates upon the organizational needs of a Special Olympics program. This guide, as well as any information regarding any facet of the Special Olympics, may be obtained by writing:

Eunice Kennedy Shriver
Special Olympics, Inc.
1701 K Street, N.W.
Suite 203
Washington, D.C. 20006

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ATHLETIC COMPETITION FOR THE BLIND
ORGANIZED BY THE UNITED STATES ASSOCIATION
FOR BLIND ATHLETES (USABA)*

by Margaret A. Savage
Joseph P. Winnick
SUNY Brockport

Introduction

Frequently we are cognizant of the fact that specific groups in our society are being discriminated against. Thanks to new legislation and the demanding work of dedicated individuals, those possessing handicapping conditions are less frequently being treated as the outcasts of society. They are being given the right, not privilege, but right, to participate in activities previously thought of as solely for the non-handicapped population. One of these activities is organized sports.

Early in 1975, the International Sports Organization for the Disabled (ISOD) announced that the blind would be included in the 1976 Olympiad for the Physically Disabled, to be held in Toronto, Canada, in August of that year. This was the second largest athletic event in the world, the Olympics being the largest.

Dr. Charles Buell of California was contacted by Mr. Benjamin Lipton, the U.S. representative to the International Sports Organization for the Disabled, and was appointed to organize the U.S. blind athletes' effort in the 1976 Olympiad for the Disabled. Various organizations for the blind were informed of the invitation extended to the U.S. to enter the 1976 Olympiad. The U.S. Olympic Committee for the Blind was formed to organize the Olympic effort for the blind. The 1976 Olympiad would be the first experience our blind men and women would have in international competition.

In the 1976 Olympic Games, 27 men and women were selected through a dual process of selection and trials to represent the United States. Our team was comprised of 12 track and field and swimming athletes, ten wrestlers, and five distance runners. Their strong will to compete was evident when 27 athletes arrived home with a total of 13 medals, including three golds.

Out of the devoted efforts made by organizers, competitors, and coaches for the 1976 Olympiad, grew the realization that the blind in this country needed an organization whose sole purpose was devoted to the promotion and sponsorship of continual regional, national, and international athletic opportunities for the blind. This realization blossomed in November, 1976, when approximately 30 national leaders, educators, and coaches associated with the blind were invited to meet in Kansas City for the express purpose of discussing the possibilities. At the conclusion of the meeting, a constitution was outlined, a name selected, nominations made, and a board elected; the USABA was officially instated.

*This section consists primarily of the authors' interpretation of material printed in Beaver, David (ed.). United States Association for Blind Athletes Athletic Handbook. USABA, Beach Haven Park, N.J., 1979-80 and 1980-81.

"The major purpose of the USABA is to develop individual independence through athletic competition without unnecessary restrictions; to provide through competition increased opportunities for the blind athletes, like others to share in the thrill of victory as well as the reality of defeat. Thus the association will promote sports for the blind and visually impaired, organize regional and national competitions and work with other international organizations to promote good will and independence through friendly competition for all visually impaired Americans." (USABA Athletic Handbook, 1979, p. 2)

The USABA revolves on the premise that the blind are human beings first and handicapped second. Emphasis is placed on their abilities, not disabilities. The association supports the concept of mainstreaming, wherever feasible, hoping to further the opportunities for qualified and interested athletes to participate in sports. Visually impaired athletes are encouraged to compete with their sighted peers.

The USABA is committed to providing their athletes with all sports which can be safely participated in, and will enrich the competitor with self satisfaction, an increased knowledge of the sports, and improved physical well-being.

The USABA sponsored its first National Championship on March 30 to April 2, 1977 at Western Illinois University in Macomb, Illinois. Over 200 athletes from 22 states competed in swimming, track and field, and wrestling events. The second and third National Championships were held at Western Illinois University and the University of Washington, respectively.

Organizational Structure of the Sports Development Committee (SDC)

The USABA divided the United States into 12 regions. Each of these regions has their own Sports Development Committee.

The main responsibility of the SDC is to govern the rules of all the sports and athletic events in USABA competition. The SDC is divided into two major committees--the Technical Committee and the Functional Committee. Each of these committees have specific responsibilities which are outlined in Figure 3.1.

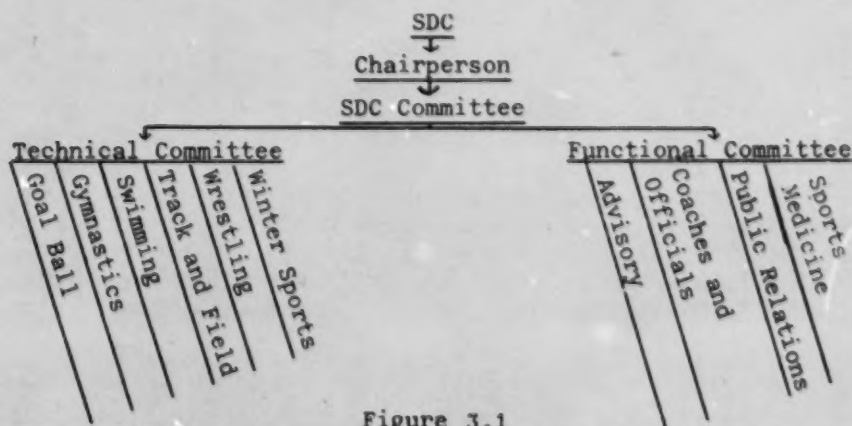


Figure 3.1
SDC Organizational Structure

Policies and Interpretations of the Sports Development Committee (SDC)

The Sports Development Committee has defined boundaries for athlete eligibility in the USABA. There are no age or sex limitations thus far. To be eligible for competition, the individual must not have more than 20/200 visual acuity in the better eye after correction and/or a visual field in the better eye after correction that subtends an arc of no more than 20 degrees. Each competitor must have an official visual classification form completed and signed by a licensed vision specialist before permission is given to compete in any USABA competition.

There are three visual classifications defined by the USABA for the purpose of equalizing competition. These classes are defined as follows:

Class A: Totally blind; those possessing light perception only but have no visual acuity, and/or those with 3 degrees or less in visual field.

*Class B: Those perceiving hand movements but with a visual acuity of not better than 20/400 (6/120m) and/or those with more than 3 degrees through 10 degrees in visual field.

Class C: Those with visual acuity from 20/399 through 20/200 (6/60m) and/or those with more than 10 degrees through 20 degrees in visual field.

The USABA sponsors various levels of competition. A state association may organize a state championship, promote area competition within its boundaries, compete against another state association, and/or send competitors to national championships. The National Championship Committee is responsible for the National Championships to be held annually. An International meet is defined as any organized competition sanctioned by the International Sports Organization for the Disabled (ISOD). The USABA works to develop international competition on an annual basis, with the Olympiad for the Disabled every fourth year. Competitors for international competition are selected from the annual national championships.

USABA Athletic Events

USABA sponsors six athletic events: goal ball, gymnastics, swimming, track and field, winter sports, and wrestling. The rules for these sports are slightly modified to render conditions more suitable for visually impaired athletes. These modifications are detailed on the following pages.

Goal Ball

The rules for USABA goal ball competition are the same as those adopted by the International Sports Organization for the Disabled (ISOD).

Goal ball is a sport played exclusively by the visually disabled. It was developed in Europe for World War II veterans blinded in the war. The object of the game is to roll a ball, about the size of a basketball, past the three opposing players and across the endline. Competition is divided into two

*Perceiving hand movements refers to the ability to see motion from four inches in front of the face.

divisions by sex: male and female. There are no divisions by visual classifications due to the fact that all players are blindfolded, even those who are totally blind, to remove any advantages for partially sighted players.

There are two unique facets of this game: the first is the type of game ball used and the second being the noise level in the game arena. A 2 kilogram ball is used which resembles a cross between a basketball and a medicine ball. This ball is filled with five to seven bells which jingle and allow the players to track the ball during the game. Unlike other team sports, this game is played in a silent arena. Coaches are not permitted to communicate with their players until half-time or one of the two permissible time outs. Spectators must also remain silent. Any form of communication is permitted between players--verbal, finger snapping, and tapping on the floor are all permissible.

A game consists of two five-minute halves. Timing of the game is stop and go accumulating, never running time. Whistle signals are used to communicate clock times to the players.

Each team is comprised of five players--three players are on the field at one time, while two players are available for substitution. Players may substitute during time-outs or half-time only.

The court dimensions for men are 18 meters long by 8.5 meters wide. Women play on a court 14 meters in length and 7.5 meters wide. Players must stay within a zone 7.5m X 2.5m. The zones and court boundaries are outlined with tape of contrasting texture for easy player orientation. The goal area occupies the total width of the baseline which is 8.5 meters for men and 7.5 meters for women. (See Figure 3.2.)

The game begins with a kick-off (the kick-off is actually a throw). During the game, when the ball is thrown into play by any player, it must be rolling once it arrives in the opponents throwing area or it is a bouncing ball infraction. The ball may be passed twice before each throw on goal within a team.

All three players may play defense. They may move laterally within their team area, but not rush forward into the throwing area to cut off the ball, except to follow a deflection. On defense, the player may attain a kneeling, crouching, or lying position to contact the ball, but cannot drop on the playing surface until the ball has been thrown.

Goal ball is an excellent example of a sport developed to meet the needs of a specific population.

Gymnastics

The rules and policies for USABA competition in women's gymnastics are identical to those adopted by the Women's Technical Committee of the United States Gymnastics Federation (USGF) and by the Women's Technical Committee of the International Federation of Gymnastics (IFG) with the exception of some modifications to permit more suitable conditions for visually impaired athletes. These modifications are described in the following section.

Competition is not divided into age groups, but is divided by the visual classification system defined in SDC policies--Class A, B, and C. Athletes

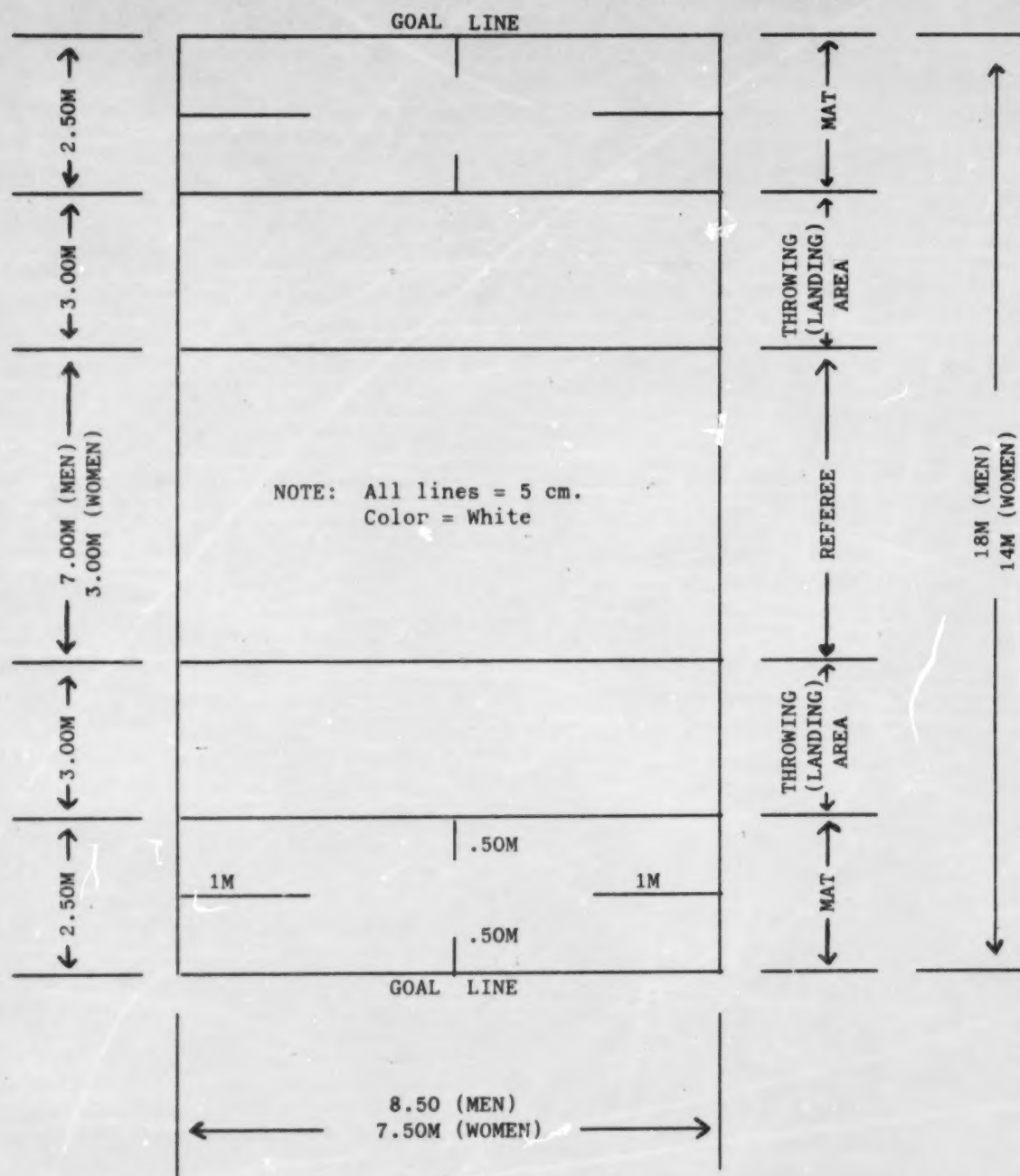


Figure 3.2
Goal Ball Field Dimensions

(From: Beaver, David (ed.). United States Association for Blind Athletes Athletic Handbook. USABA, Beach Haven Park, N.J., 1980-81, p. 38)

are further divided into three ability level classifications—Class IVA and IVB (novice), Class IIIA and IIIB (beginner), and the Class IIA and IIB (intermediate) levels. The following chart (Table 3.1) depicts the events participated in according to visual classifications.

Table 3.1
Gymnastics Events by Visual Classification

	Floor Exercise	Balance Beam	Vaulting (optional approach)	Vaulting (one step or standing)	Uneven Bars	All Around
Class A	X	X		X	X	X
Class B	X	X	X		X	X
Class C	X	X	X		X	X

The major modification in gymnastic events involves the use of spotters. Spotters and coaches may be present without incurring a deduction but there will be a .5 deduction for aid (contact) by a spotter or coach during competition. Verbal assistance may be given by the coach during balance beam and vaulting events without penalty. A competitor may enter one or more events. Equipment, including the balance beam and vaulting horse, may be at lower height specifications regardless of the competitors age.

Swimming

The rules for USABA swimming meets are identical to those adopted by the National Collegiate Athletic Association (NCAA) with the exception of the following modifications.

Safety devices may be available for use when necessary to prevent the competitor from injuring the head or hands at the finish or during turns. To aid the athlete in judging turns, a coach may tap the competitor by any method when he/she nears the end of the pool. A verbal count, as well as a visual count, must be given to inform the swimmer of the number of remaining laps. Minimal modifications are necessary in swimming events.

The following classification system relates specifically to swimming events. Competition for swimming is divided into two classifications: Class A denoting the totally blind, and Class B/C denoting all the rest of the legally blind. Swimming events are additionally subdivided accordingly by sex--male and female.

The USABA sponsors two special events: Developmental Events and Masters Events. The purpose of Developmental Events is to encourage the development of swimming as a sport for visually impaired persons. These events may be

conducted during dual, state, or regional competition. The purpose of the Masters Events is to encourage swimming as a lifelong sport for visually impaired persons. Competition is available for the following age groupings: up through 24, 25 through 39, and 40 and up.

The USABA presently does not offer sanctioned competition in diving.

Track and Field

The rules for USABA track and field meets are similar to those rules adopted for the National Collegiate Athletic Association (NCAA) with the exception of the following modifications.

The visual classification system as defined by the SDC is used in track and field with the exception of a combined B/C classification. All track and field competitors are limited to their choice of any five events or the pentathlon. The following chart illustrates the events for which each classification is eligible to participate in. (Table 3.2)

Table 3.2
Track and Field Events by Visual Classifications

Event	A Male	A Female	B/C Male	B/C Female
60 meter	X	X	X	X
400 meter	X	X	X	X
800 meter	X	X	X	X
1500 meter	X	X	X	X
1500 meter walk	X	X	X	X
3000 meter	X		X	
200 meter			X	X
100 meter			X	X
Standing Triple Jump	X	X		
Standing Long Jump	X	X		
High Jump	X	X	X	X
Shotput	X	X	X	X
Discus	X	X	X	X
Javelin	X	X	X	X
Running Triple Jump			X	X
Running Long Jump			X	X

The major modification in track and field occurs during the running events. Guide wires or guide ropes are used in all Group A dashes and shuttle runs. The guide wire is mounted at a height of 42 inches and stretches as tightly as possible a minimum height of 36 inches. These wires are provided for the unskilled but it is hoped that competitors will learn to run unimpeded and free, utilizing the wires only for safety.

In the longer distance races, the 400 meter race and up, a Group A contestant may run with a guide runner. A Group B or C contestant may or may not require assistance. The guide runner is called an escort. The escort may never precede the runner and the contact between the runner and the escort must be a flexible, non-elastic material with a length of not exceeding 50cm. The individual team decides which side the guide shall be on. Any physical contact will result in disqualifications.

The major modification in the field events is the addition of a standing long jump and triple jump for Class A competition. The methods for these two jumps are identical to the running jumps except the athlete starts from a standing position.

The USABA sponsors four track and field special events--the pentathlon, masters track, ten thousand meter road race, and the marathon. Participation in the pentathlon events are identified in Table 3.3.

Table 3.3
Pentathlon Events by Visual Classifications

Event	A Male	A Female	B/C Male	B/C Female
60 Meter Dash	X	X	X	X
400 Meters		X		X
800 Meters	X		X	
Shotput	X	X	X	X
Standing Long Jump	X	X		
Running Long Jump			X	X
100 Meter Free-style Swimming	X	X	X	X

The purpose and age grouping for Masters Track are the same as those for Masters Swimming. Masters Events are limited to the following: 60 meter dash, 400 meter dash, 1500 meter run, 10K run, long jump, shotput, and discus.

The 10,000 meter road run and the USABA Marathon Championship are the only two events open to both sighted and visually impaired athletes. In the

10,000 meter road race, the top six finishers of both sexes, including visually impaired athletes and sighted runners, receive awards. For purposes of identifying USABA meet records, all USABA competitors will be extracted from the order of overall finish. They will then be ranked according to their respective classification of age and sex for USABA championship medals.

The annual USABA Marathon Championship is open to all classifications, as well as to the sighted. Participants must be 19 years of age or older.

Winter Sports

The rules for USABA competition in Alpine ski events are taken from the Federation International Ski (FIS) for national competition. The rules for cross country skiing are identical to those adopted by the Federation International Ski and altered by the United States Skiing Association (USSA) for national competition. Modifications of these rules are essential to insure safe conditions for visually impaired athletes.

The SDC's definition of visual classifications is employed here--Class A, B, and C.

The use of audio sound gates, dyed courses, and guides are available to Class A competitors. Class B and C competitors may have a guide, however, competitors may choose to run a course with dyed lanes and heavily flagged poles alone. Guides have the option of leading or following, however, the skier must cross the finish line first. The starting order of the race is in the order A, B, then C Class.

The slalom, an event of Alpine skiing, is a race in which competitors must follow a course defined by single flags and dyed to show the course line. Class A competitors are allowed one practice run.

In cross country skiing, a three-dimensional braille map of the race course is made available to the competitor. Competition is divided by age and visual classes as described below in Table 3.4. Only two visual classes are recognized for regional competition: USABA Class A and combined USABA Classes B/C.

Table 3.4
Cross Country Skiing Classifications

Class	Age (Years)
Junior Women	Under 20
Junior Men	Under 21
Senior Women	20-34
Senior Men	21-34
Veteran Women I	35-55
Veteran Men I	35-55
Veteran Women II	Over 55
Veteran Men II	Over 55

The main modification adapted for cross country skiing is the use of guides. The guide and the competitors start the race simultaneously. No physical assistance may be employed by the guide. Guiding must be accomplished verbally. An audible start signal must be used, following a five-second vocal countdown at the start of the race.

Wrestling

The rules for USABA wrestling meets are the same as those adopted by the National Federation of State High School Associations (NF) with the exception of a few modifications to insure safe competition for the visually impaired athlete.

Within the USABA, competitions are divided into two divisions--a Junior division, 14-19, with the exception of the 88 pound weight class where the minimum age is lowered to 12; and an Open division, which may include younger athletes interested in this style of competition. The rules for the Open division will be the freestyle rules of the United States Wrestling Federation (USWF).

The Wrestling Technical Committee uses the same NF rules as most public school coaches to provide their athletes with the skills necessary for easy integration with their sighted peers.

During competition, officials must substitute verbal signals for all visual signals including clock times, warning signals, and starting cues.

When starting visually impaired wrestlers in the neutral position, the finger touch start will be employed and initial contact must be made from the front, unless waived by both competitors. In the event contact is broken at any time during competition, the match will be stopped and restarted according to the proper position(s) dictated at the time of lost contact.

Final Comments

The United States Association for Blind Athletes has grown tremendously since its inception in 1976.

In the 95th Session of Congress, the Amateur Sports Act of 1978, Federal Law 95-606, was enacted and signed by President Jimmy Carter on November 8, 1978. This act established the United States Olympic Committee (USOC) as the coordinating body for all amateur sports in the United States, including sports for the disabled. In connection with this, the USOC established the Handicapped in Sports Committee. Two USABA members serve as representatives on this committee (USABA, Team Handbook, p. 16).

Federal Law 95-606 is an example of the great strides which have been made to equalize athletic opportunities for the handicapped.

Additional information concerning the USABA may be obtained by writing or calling:

USABA
55 West California Avenue
Beach Haven Park, NJ 08008
609-492-1017

or David Beaver, Chair
Sports Development Committee, USABA
Physical Education Department
Western Illinois University
Macomb, IL 61455

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Beaver, David (ed). United States Association for Blind Athletes Athletic Handbook. USABA, Beach Haven Park, New Jersey, 1979-80 and 1980-81.

United States Association for Blind Athletes. Team Handbook, USA. Beach Haven Park, New Jersey, 1980, p. 16.

ATHLETIC COMPETITION FOR THE DEAF

by Gene Daquila
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International Committee of Sports for the Deaf*

Before 1924 there was no formal international organization to govern sports for the deaf, however, some countries did have their own national organizations. These countries consisted of Germany since 1910, Sweden since 1913, France since 1918, Finland since 1920, Belgium and Denmark since 1922, and Norway since 1923. In 1924, through the efforts of Mr. E. Rubens-Alcais, competitors from nine nations gathered at Pershing Stadium in Paris for the First International Silent Games Competition. The countries officially represented were Belgium, France, Great Britain, Holland, Poland, and Czechoslovakia. Hungary, Italy, and Romania were unofficially represented because their countries had no national organization.

As a result of the success generated by the First International Silent Games, it was decided to create an international governing body and conduct similar games every four years. Therefore, the International Committee of Silent Sports was created with Mr. E. Rubens-Alcais being named president, on August 16, 1924.

In August of 1935, the United States joined the International Committee of Silent Sports as the first non-European country. In January of 1949, the First Silent Winter Games were held in Seefeld, Austria. On June 15, 1955, the International Committee of Silent Sports was formally recognized by the International Olympic Committee as an International Federation with Olympic standing. Ten years later, on June 20, 1965, the United States became the first non-European nation to host the International Summer Games which were held in Washington, D.C. Recently, the International Committee changed its name to the International Committee of Sports for the Deaf and Silent World Games to World Games for the Deaf because they felt that the word "Silent" was an improper description.

Participation and Modifications

To participate in the World Games for the Deaf, athletes must have a hearing loss of at least 55 decibels in the better ear for eligibility. According to Jordon (1980) athletes enter through their national federation which in the USA is the American Athletic Association for the Deaf. There are no minimum standards of performance for entry since oversubscription is not a problem.

Events are conducted under the rules of the corresponding international sport federation. These rules are followed very closely with only minor

*The above information primarily represents a summary of the 1974 International Committee of Silent Sports Handbook. Paris: International Committee of the Silent Sports, 1973, p. 17-22.

changes to accommodate for the lack of hearing. For example, in track the starter is positioned well in front of the athletes so they can clearly see the gun. The gun is a .38 calibre and uses black powder. The combination of a very loud report and clearly visible smoke takes care of most problems. Athletes may either be able to hear or feel the gun but if not, they will be able to see the smoke from the muzzle. In addition, another person, with a red flag, is placed about 20-25 yards down the track. In the event of a false start, he runs into the middle of the track waving the flag to stop the athletes. In swimming, the gun is not as large, but the black powder is necessary.

A whistle is used for team sports and is supplemented by waving a flag. In basketball there does not seem to be a problem as some players are able to detect the whistle and stop play. Soccer is more of a problem since the whistle does not register as well outdoors. It is possible to see athletes continuing to play after the ball has been ruled dead but this is only a minor inconvenience (Jordan, 1980).

American Athletic Association for the Deaf

Any nation wishing to take part in the World Games for the Deaf must have an athletic organization that is fully autonomous and separated from any political, religious, or commercial groups (Caliguiri, n.d.). In the United States, the American Athletic Association of the Deaf, Inc. is the governing body for deaf athletics. The American Athletic Association of the Deaf was founded in 1945 and has seven regional affiliates and about 160 local member clubs. Its objectives are to foster and regulate athletic competition among member clubs, to develop uniform rules governing interclub competition, and to provide adequate competition for those members primarily interested in interclub activities (AAAD Pamphlet, n.d.). In addition, the AAAD sanctions and promotes state, regional, and national tournaments in basketball and softball every year.

A major part of the American Athletic Association of the Deaf is its World Games for the Deaf Committee. It has the responsibility to select athletes to represent the United States in the World Summer and World Winter Games for the Deaf and the Pan American Games for the Deaf. Also, it has the important function of raising money to cover the team's expenses.

In order to participate in any international competition, an athlete must first make the American team. The team is selected from tryouts held before World Games (usually one year in advance in order to raise money). An athlete is invited to the tryouts as a result of previous performances or at the special request of a coach (Pennella, 1980).

Events

Listed below are the events that are held during each World Games for the Deaf as of 1974. The events are separated by Summer Games and Winter Games and further separated by men's events and women's events. It should be noted that there is no longer any international competition in gymnastics, diving, and team handball for women due to a lack of participation in certain nations. However, women's basketball has been added to the list of events for future competition.

Summer GamesMen's Events

1. Track and Field

100 meters	3000 meters steeple-chase
200 meters	20 kilometers walk
400 meters	25 kilometers road race (short marathon)
800 meters	high jump
1500 meters	long jump
5000 meters	triple jump
10,000 meters	pole vault
110 meters hurdles	shotputting
400 meters hurdles	discus
javelin	4 X 100 meters relay
hammer throw	4 X 400 meters relay
pentathlon	

2. Basketball

3. Cycling

1000 meters sprint
road race
time trial race on road

4. Football (Soccer)

5. Gymnastics

floor exercises	horizontal bar
parallel bars	horse
rings	horse vault

6. Team Handball

7. Wrestling

Greco-Roman
Freestyle

8. Swimming

100 meters freestyle	200 meters breaststroke
400 meters freestyle	200 meters backstroke
1500 meters freestyle	200 meters butterfly
400 meters individual	diving
medley	water polo
4 X 200 meter freestyle	
relay	
4 X 100 meter medley relay	

9. Table Tennis

men's singles
men's doubles
mixed doubles

10. Tennis

men's singles
men's doubles
mixed doubles

11. Shooting

50 meters small-bore rifle
300 meters free rifle
10 meters air rifle

12. Volleyball

Women's Events

1. Track and Field

100 meters	1500 meters
200 meters	100 meters hurdles
400 meters	high jump
800 meters	long jump
shotputting	pentathlon
discus	4 X 100 meters relay
javelin	

2. Gymnastics

floor exercise	horse
beam	uneven bars

3. Team Handball

4. Swimming

100 meters freestyle	100 meters butterfly
400 meters freestyle	200 meters individual medley
200 meters breaststroke	4 X 100 meters freestyle relay
100 meters backstroke	4 X 100 meters medley relay

5. Table Tennis

ladies singles
ladies doubles
mixed doubles

6. Tennis

ladies singles
ladies doubles
mixed doubles

7. Volleyball

Winter GamesMen's Events

1. Descent
2. Slalom
3. Giant Slalom
4. Combined alpine feats
5. Long distance race
6. Cross country relay

Women's Events

1. Descent
2. Slalom
3. Giant Slalom
4. Combined alpine feats
5. 5 Kilometers race
6. 3 X 5 Kilometers relay

Member Nations of the International Committee
of Sports for the Deaf

Listed below are the member nations of the International Committee of Sports for the Deaf (as of 1974).

Belgium	Denmark	New Zealand	Canada
France	Finland	Argentina	India
Great Britain	Norway	East Germany	Brazil
Holland	Sweden	Chili	Mexico
Poland	Austria	Greece	Columbia
Czechoslovakia	U.S.A.	Iran	Peru
Hungary	Japan	Israel	Venezuela
Italy	Bulgaria	Turkey	Ireland
Romania	Spain	Uruguay	Portugal
Germany	Yugoslavia	U.S.S.R.	Netherlands
Switzerland			

Further Information

For further information on the International Committee of Sports for the Deaf, contact:

Mr. Jerald M. Jordan
Gallaudet College
Kendall Green
Washington, D.C. 20002

For further information on the American Athletic Association of the Deaf, Inc., contact:

Art Kruger, Chairman
World Games for the Deaf Committee
2835-F Hilliard Road
Richmond, VA 23228

Cole Zulauf
Publicity Director, AAAD
1313 Tanforan Drive
Lexington, KY 40502

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WHEELCHAIR BASKETBALL SPONSORED BY THE
NATIONAL WHEELCHAIR BASKETBALL ASSOCIATION*

by Margaret A. Savage
Joseph P. Winnick
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Introduction

The National Wheelchair Basketball Association (NWBA) is the governing body for all wheelchair basketball teams playing in organized competition throughout the United States. The NWBA is a non-profit organization which is responsible for the interpretation and standardization of rules and regulations for the game of wheelchair basketball, assistance in the development of teams, and education of the public concerning goals and accomplishments of the organization.

Brief History

The sport of wheelchair basketball began after World War II when paraplegic veterans in Veterans Administration Hospitals experimented with playing the game of basketball from their wheelchairs. As they played, they adapted some of the rules and regulations from regular basketball in order to meet their specific abilities and limitations. The popularity of this sport motivated players and supportive personnel in several of the hospitals to organize teams which led to a national hospital championship in the years from 1948 to 1951. At this time, the Paralyzed Veterans of America Association was the organizing body of wheelchair basketball competition and functioned from V.A. hospitals. Competition was limited to tournaments between V.A. hospitals which included veteran paraplegics only. There was a growing demand for an organization which would provide competition for wheelchair bound individuals functioning outside of V.A. hospitals.

The National Wheelchair Basketball Association was founded in 1949 in Galesburg, Illinois at the conclusion of the First National Invitational Wheelchair Basketball Tournament. There were six charter member teams--the Kansas City Rolling Pioneers, the Hannibal Rockets, the Evansville (Indiana) Rolling Rockets, Chicago Cats, Minneapolis Rolling Gophers, and Illinois Gizz Kids. The Kansas City Pioneers were the first NWBA champions in 1949. The NWBA began to incorporate teams that originated in the Veteran Administration Hospitals and many more teams that have been organized in civic communities. Today the NWBA includes 125 teams as members of 24 accredited conferences and another 15 teams classified as independents.

Levels of Competition

The NWBA conducts an annual tournament to determine the national championship team. After the completion of the regular season schedule of

*The information in this section has been summarized from A Brief History of Wheelchair Sports and The National Wheelchair Basketball Association, developed by the 1984 Paralympics Steering Committee. Chairman, Benjamin H. Lipton, Nassau Community College, Garden Springs, N.Y., 11530, 1980.

games, the top two teams of each conference advance to regional tournament playoffs. The winners of this level of competition advance to sectional playoffs. Results of the sectional competitions determine the nation's top four teams which will play in the national championship tournament. The national champions are selected to represent the United States in the international games held annually at Stoke-Mandeville, England. Every fourth year, the Stoke-Mandeville Games are replaced by the Paralympics which are held in the host country of the Olympic games.

Rules and Regulations for Wheelchair Basketball**

The rules and regulations for wheelchair basketball are adopted from the National Collegiate Athletic Association (NCAA) with a few modifications. These modifications are explained in the following discussion.

Eligibility

There are three eligibility requirements which athletes must satisfy in order to participate in wheelchair basketball: (1) the individual possesses permanent severe leg disability or paralysis of the lower portion of the body; (2) because of this disability, the individual will benefit from participation in wheelchair basketball; and (3) this individual would be denied the opportunity to play basketball were it not for the wheelchair adaption.

NWBA competition is open to male and female athletes of any age. Conference teams include both males and females. However, the collegiate wheelchair basketball division of the NWBA is currently restricted to male competitors.

Player Classification System

The National Wheelchair Basketball Association has designated three classes within their player classification system.

Class I

A Class I competitor has complete spinal paraplegia at the seventh thoracic vertebrae or above or comparable disability where there is total loss of muscular function originating at the seventh thoracic vertebrae or above.

Class II

A Class II competitor has complete spinal paraplegia at the eighth thoracic vertebrae through and including the second lumbar vertebrae, or comparable disability where there is significant loss of muscular function of hips and thighs.

**The information in this sub-section has been summarized from National Wheelchair Basketball Association, 1980-81 Constitution Bylaws and Executive Regulations of the National Wheelchair Basketball Association. National Wheelchair Basketball Association, 110 Seaton Building, University of Kentucky, Lexington, Kentucky, 40506, 1980.

Class III

Class III includes all other disabilities.

Team Balance

Each classification is given a numerical value which is used to determine team balance.

Class I	1 point
Class II	2 points
Class III	3 points

At no time in a game is a team allowed to have players participating with a total of more than 12 points on the floor at the same time.

The NWBA has outlined specific purposes for their existing player classification and team balance systems. These purposes are (1) to encourage individuals with more severe disabilities to participate; (2) to extend the opportunities of participation to more individuals; (3) to encourage the development of new teams; (4) to equalize competition between new and existing teams; (5) to lessen the exclusion of the more disabled people on teams; and (6) to maintain high standards of competition, quality of play, and spectator interest.

Wheelchair Specifications

The National Wheelchair Basketball Association (NWBA) places restrictions on the type of wheelchair which players may use during competition. The specific models approved for use are the standard Everest and Jennings Universal Model or its equivalent. These chairs have height requirements and specific adaptation which make them more conducive to the game of basketball. This chair has a foot platform bumper which is 4 7/8 inches from the floor. The purpose of this adaptation is to prevent the ball from getting caught between or underneath the foot platforms of the chair. Anti-tip safety casters are located in the rear of the chair which help to prevent the chair from tipping backwards.

Game Rules

During the game of wheelchair basketball, the wheelchair is considered a part of the player. Therefore, the general rules of contact in regular basketball apply to wheelchair basketball.

For a jumpball, the player must remain firmly seated in the chair and refrain from using arms or legs to raise the body from the chair. In the jumping circle, the players are positioned at an angle 45 degrees to their own basket.

An offensive player may not remain more than five seconds in the free throw lane while that player's team has possession of the ball.

To dribble the basketball, a player may wheel the chair and bounce the ball simultaneously. This is equated to a player running and bouncing the ball

in regular basketball. The individual with possession of the ball may not take more than two consecutive pushes, with one or both hands in either direction. (The feet may not be used to aid the competitor at any time during competition.) After the player has executed two consecutive pushes, there are options of shooting, passing, or bouncing the ball one or more times before pushing again. This sequence may be repeated any number of times without a double dribble violation being called. Three or more consecutive pushes by a player with the ball constitutes a traveling violation.

If a player with possession of the ball makes any physical contact with the floor, tilts the chair so far forward that the footrests touch the floor, or tilts the chair so far backwards that the anti-tip safety casters touch the floor, a violation is called and the ball is awarded to the other team.

A player is considered out of bounds when the player or any part of the chair touches the floor on or outside the boundary lines.

Due to the various levels of functional ability found between competitors, a basic rule of keeping firmly seated in the wheelchair at all times and not using a functional leg or leg stump for physical advantage over an opponent is strictly enforced. An infraction of this rule constitutes a physical advantage foul. Three such fouls disqualify a player from the game. A free throw is awarded and the ball is given to the opposing team out of bounds.

A defensive player who commits a personal foul in his opponents back court will be charged with a back-court foul. The offended player is awarded two free throws.

At any time during the game, if a player falls out of the chair, the official will immediately suspend play if there is any chance of danger to the fallen player. If not, the officials will withhold their whistles until the particular play in progress has been completed. If players fall out of their chairs to gain possession of the ball or by falling keep their opponents from gaining possession of the ball, the ball is awarded to the opposing team.

Values of Wheelchair Sports***

Mr Benjamin Lipton, present chairman of the National Wheelchair Athletic Association (NWAA), identifies various values inherent in wheelchair sports.

First, he cites psychological values derived from participation in wheelchair sports. Athletics have been found to help the participant develop or restore self-confidence and self-esteem. If disabled individuals are withdrawn, introverted and depressed as a result of their disability, involvement in sport programs enable the individual to re-establish their place in society. Once involved in sport activities, the withdrawn and depressed patterns are less apparent. As result of participation in athletics, individuals tend to be more motivated to concentrate on their abilities, not disabilities, therefore, begin to realize their full social potentials.

***The information in this sub-section consists of the authors' interpretation of material presented in Lipton, Benjamin H. The Role of Wheelchair Sports in Rehabilitation. International Rehabilitation Review, Volume XVI, Number 2, 1970.

According to Lipton, the physical values derived from participation in athletics are another positive attribute associated with wheelchair sports. Participation in athletics motivates individuals to obtain a high level of physical fitness which will enable them to perform well in competition. Two main benefits of physical activity are increased cardiorespiratory efficiency and increased efficiency of functional muscles.

Lipton feels that wheelchair sports have contributed to increased employment opportunities for the disabled individual. A vast amount of publicity has been given to wheelchair basketball. As a result of this notoriety, the public has realized the strength, courage, and skill that these disabled individuals must possess to play basketball from a wheelchair. The public, as well as the disabled individuals, began to realize that these same strengths could be summoned in employment pursuits. If properly trained in a suitable field of employment, there would be few limits to the disabled individuals capabilities.

The success of wheelchair sports has motivated the initiation of new sport programs for other handicapped groups.

Final Comment

Wheelchair basketball has grown tremendously since the inception of the National Wheelchair Basketball Association in 1949.

Distinct physical, psychological and economic values have been attributed to participation in wheelchair sports. The success of the handicapped individual in wheelchair sports has opened new avenues of opportunities for the wheelchair-bound individual in society.

For further information concerning the NWBA contact:

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110 Seaton Building
University of Kentucky
Lexington, KY 40506
Telephone: (606) 257-1623

References

Lipton, Benjamin H. The Role of Wheelchair Sports in Rehabilitation. International Rehabilitation Review, Volume XVI, Number 2, 1970.

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ATHLETIC OPPORTUNITIES FOR WHEELCHAIR PARTICIPANTS
AS SPONSORED BY THE NATIONAL WHEELCHAIR ATHLETIC ASSOCIATION*

by Kurt Clark
Francis X. Short
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History of the National Wheelchair Athletic Association

The National Wheelchair Athletic Association (NWAA) was organized by the National Wheelchair Games committee in 1958. The need for an organization to govern wheelchair sports stemmed from the popularity and success of wheelchair athletics (as exemplified by the National Wheelchair Basketball Association--see preceding article) and the proliferation of wheelchair sports internationally.

The NWAA established rules and regulations for wheelchair sport competition within the United States. The NWAA was also instituted to govern the annual National Wheelchair Games, which began in New York City in 1957. Only 63 athletes competed in these first games. By 1960, however, there were 125 competitors in the National Games and the popularity of wheelchair sports was beginning to blossom.

The number of competitors grew steadily at these National Games prompting the NWAA to hold qualifying meets for the National Games. There are 15 sanctioned regional meets in which competitors may qualify for the National Games. According to the National Wheelchair Athletic Association, these annual regional meets are sponsored by a Regional Sports Group consisting of 50 NWAA members from "a reasonably contiguous geographic area" (NWAA Constitution and Bylaws, 1979, p. 18). The athletes must meet performance standards set by the NWAA in order to qualify for the National Games.

From the competitors at the National Games, a team is selected to represent the United States in the Paralympics (olympics for paraplegics) and the Stoke-Mandeville Games. The Paralympics and Stoke-Mandeville Games are international competitions involving athletes from more than 40 countries. The Paralympics are held immediately after the International Olympic Games in the host country of the International Olympic Games. The Stoke-Mandeville Games are held during the three consecutive years between Olympiads. These Games have been held in England since their inception in 1948.

The individual primarily responsible for the growth and development of the NWAA is Benjamin H. Lipton. Lipton pioneered the growth of wheelchair sports in the United States. He aided in the formation of the NWAA, the National Wheelchair Games, and promoted the formation of the United States Wheelchair Sports Fund, which provides financial sponsorship to the National Wheelchair Team.

*The information in this paper primarily represents a summary of the NWAA Publication, NWAA Constitution and Bylaws, National Wheelchair Athletic Association, Woodside, New York, 1979; and the NWAA Publication, Rules, National Wheelchair Athletic Association, Woodside, New York, 1979.

There are now 2,000 members of the NWAA in the 15 regions within the United States. The number of athletes and regions has continued to grow since the formation of the NWAA.

Purposes of the National Wheelchair Athletic Association

The NWAA has established six major purposes of their organization:

1. To promote the growth of wheelchair sports for the physically disabled in the United States.
2. To cooperate with other wheelchair organizations in conducting athletic events.
3. To formulate and publish rules of play for wheelchair sports. This will lend consistency within each sporting event played on the regional and national levels.
4. To set and maintain eligibility standards for NWAA sports. These standards will be further described in the narration regarding the medical classifications (see Eligibility).
5. To preserve wheelchair sport records.
6. To study all phases of competitive wheelchair sports so that standards which permit and promote an increase in the level of competition may be established.

Eligibility

According to the National Wheelchair Athletic Association, any individual who possesses "a permanent, significant, physical disability of the lower extremities (e.g., spinal disorder, poliomyelitis, amputation)" and requires a wheelchair to compete in sports is eligible (NWAA Constitution and Bylaws, 1979, p. 9). These individuals must undergo a medical examination by the NWAA Medical Advisory Board, which is comprised of physicians and physical therapists. The purpose of this examination is to place each individual in one of six classes, which are defined and delineated by the Medical Advisory Board. These classes distinguish different levels of muscle functioning in a manner which will promote impartial competition among athletes with similar disabilities. The classification system is based upon the site of the spinal cord lesion or injury. Figure 6.1 presents a schematic representation of the spinal column and corresponding classes.

The Medical Advisory Board classifies athletes based upon the following guidelines:

Class 1A

All cervical lesions with complete or incomplete quadriplegia who have involvement of both hands, weakness of triceps (up to and including grade 3 on testing scale) and with severe weakness of the trunk and lower extremities interfering significantly with trunk balance and the ability to walk.

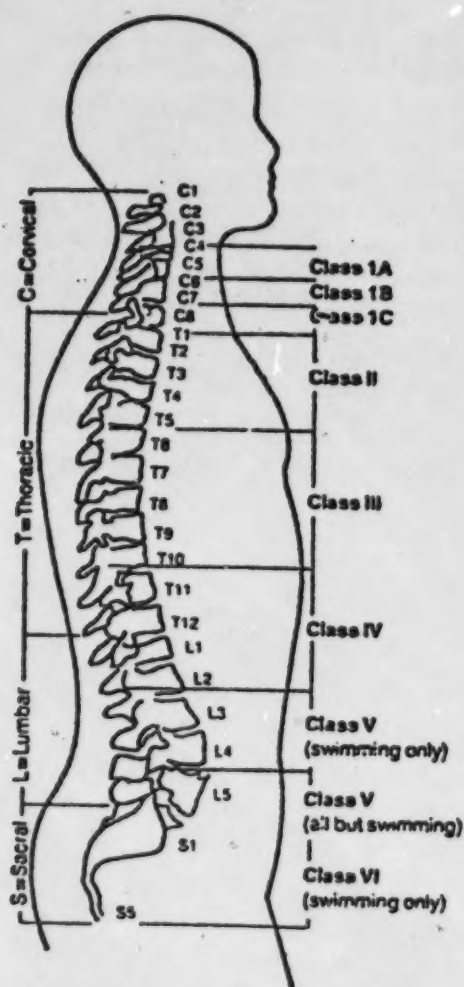


Figure 6.1
Class Distinction Based Upon the Site of
Lesion Along the Spinal Cord for NWAA Athletes
(From: National Wheelchair Athletic Association. Constitution
and Rules, Training Techniques and Records. National Wheelchair
Athletic Association, Woodside, New York.)

Class 1B

All cervical lesions with complete or incomplete quadriplegia who have involvement of upper extremities but less than 1A with preservation of normal or good triceps (4 or 5 on testing scale) and with a generalized weakness of the trunk and lower extremities interfering significantly with trunk balance and the ability to walk.

Class 1C

All cervical lesions with complete or incomplete quadriplegia who have

involvement of upper extremities but less than 1B with preservation of normal or good triceps (4 or 5 on testing scale) and normal or good finger flexion and extension (grasp and release) but without intrinsic hand function and with a generalized weakness of the trunk and lower extremities interfering significantly with trunk balance and the ability to walk.

Class II

Complete or incomplete paraplegia below T1 down to and including T5 or comparable disability with total abdominal paralysis or poor abdominal muscle strength (0-2 on testing scale) and no useful trunk sitting balance.

Class III

Complete or incomplete paraplegia or comparable disability below T5 down to and including T10 with upper abdominal and spinal extensor musculature sufficient to provide some element of trunk sitting balance but not normal.

Class IV

Complete or incomplete paraplegia or comparable disability below T10 down to and including T12 without a quadriceps or very weak quadriceps with a value up to and including 2 on the testing scale and gluteal paralysis.

Class V

Complete or incomplete paraplegia or comparable disability below L2 with quadriceps in grades 3-5.

For Swimming Events Only

Class VI

Complete or incomplete paraplegia or comparable disability below L2.

Amputees

The unilateral amputee (whether above knee or below knee) will be classified according to the above system, i.e., Class VI.

Bilateral amputees will be classified as follows:

Bilateral above knee Dependent on length of stump	Classes IV and V
Above knee/Below knee Dependent on length of stump	Class V
Bilateral below knee	Class VI

In summary, there are a variety of competitive classes, based on the athlete's disability. Class I, which is comprised of three sub-classes, includes quadriplegics only. Quadriplegia may be defined as complete or partial loss of functioning in all four limbs. Classes two through six involve some form

of paraplegia. Paraplegia entails loss of functioning in the lower limbs. As noted earlier, the severity of involvement in an individual will depend upon the site of lesion along the spinal cord.

The testing scale referred to in the guidelines for medical classification alludes to a muscle grading scale constructed to aid the Medical Advisory Board in accurately classifying athletes. This five point muscle grading system is defined as follows:

- 0 - total lack of voluntary contraction
- 1 - faint contraction without any movement of the limb (trace, flicker)
- 2 - contraction with very weak movement through full range of motion when gravity is eliminated (poor)
- 3 - contraction with movement through the complete joint range against gravity (fair)
- 4 - contraction with full range of motion against gravity and some resistance (good)
- 5 - contraction of normal strength through full range of motion against full resistance. (McCann, 1979, p. 12)

Briefly, this testing scale is concerned with grading broad muscle groups in terms of their ability to function with normal strength. Athletes with similar degrees of strength in similar muscle groups may then be classified to compete against each other.

The NWAA is in the process of developing age groups for the purpose of equalizing competition. A Masters Division (over 40) and a Junior Division (8-14) as well as a 15-39 year old division are indications of the NWAA's expansion in terms of popularity and complexity.

The NWAA offers separate competition for males and females. There are instances, however, when sexes compete with or against each other (see narration of individual sports).

Events

The National Wheelchair Athletic Association offers a variety of sports and events. Because the extent of paralysis varies in severity among each class, it is not unusual to have each class compete only within their own class. In other instances, two or more classes may be combined for competition. The various NWAA sports are modified based upon the classification system, as Table 6.4 portrays.

As seen in Table 6.4, competition may vary from complete inter-class competition to strict separation between classes for competition. In some instances, the distance events for two or more classes are the same. In these situations, the classes are combined for competition. For example, Class 1A and 1B both compete over 60 meters in the individual dash (see Table 6.4). In NWAA competition, Class 1A and 1B would be combined for the 60 meter dash.

Target Archery

Wheelchair target archery proceeds according to rules delineated by the International Archery Federation. The only rule modification necessary is when and if participants who are quadriplegic (Classes 1A-1C) require a mechanical release to compete. In this instance, all those using a mechanical release will form a distinct class. All other wheelchair athletes require no rule modifications to successfully compete in target archery.

In target archery, there are three championship rounds: novice metric round, short metric round, and advanced metric round. In NWAA, archery competition 6 ends (36 arrows) are shot from each distance. All archers shooting from a distance of 90, 70, or 60 meters use a 122cm target face. An 80cm target face is used for shooting distances of 50 and 30 meters. Archers in the novice metric round are in their first year of training or competition. In addition to the three NWAA championship rounds, there is International Archery Federation (FITA) competition. Wheelchair archers may qualify for the NWAA Nationals by shooting the required qualifying score in a FITA round of archery. Table 6.1 describes the distance which males and females shoot from in each NWAA event as well as the order in which each distance is shot.

Table 6.1
Target Distances, in Order, for
NWAA Target Archery Competition

Round	Male	Female
Novice Metric	50m-30m	50m-30m
Short Metric	50m-30m	50m-30m
Advanced Metric	70m-50m-30m	60m-50m-30m
FITA	90m-70m-50m-30m	70m-60m-50m-30m

Table 6.1 illustrates each archery event by describing the distances from which each archer shoots. For example, the competitor in the novice metric round must shoot 6 ends (36 arrows) from 50m, then 6 ends from 30m. Scoring, of course, depends upon where the arrow hits the target. The target face consists of five concentric circles. The center circle is worth nine points. The circle adjacent to the center circle is worth seven points. Each succeeding circle is worth two points less, scoring five, then three, and one point for the outermost circle. If an arrow bounces off the target or goes completely through the target, seven points are awarded.

Slalom

The slalom race was constructed by the NWAA as a unique challenge to the wheelchair athlete. The slalom event is essentially an obstacle course race against time. The distance of the course is generally no longer than 100 meters.

Through his/her travels along the course, the competitor will maneuver forward and backward, make half or full turns, circle cones, and navigate over ramps. Each cone, ramp, or turn designation is distinctly marked along the course. Competitors attempt to traverse the course as quickly as possible. A contestant will have one second added to their total time each instance they touch a gate (cone or flag). An example of a slalom course may be seen in Figure 6.2.

Swimming

Swimming events in NWAA wheelchair sport competition are conducted according to NCAA rules with few modifications. The distance which each class of athletes swims varies. NWAA rules also stipulate that the freestyle stroke may be any stroke with the exception of the butterfly, breaststroke, or backstroke. All of the swimming races are started in the water. No buoyant devices of any kind are permitted.

The swimming events are the only NWAA sport in which Class VI athletes may compete. In addition, Class VI is the only classification group in which athletes may use their legs while swimming. They may also use their legs to push off the wall.

A unique swimming event in wheelchair sports is the individual medley. The individual medley requires each competitor to swim specified strokes, in a specified order, as seen in Table 6.2.

Table 6.2
Stroke Order and Distance According to
Classification in Wheelchair Sport Swimming

Class (Distance)	Stroke Order
1A - 1C (3 X 25 meters)	Backstroke - Breaststroke - Freestyle
II - III (4 X 25 meters)	Butterfly-Backstroke-Breaststroke-Freestyle
IV - VI (4 X 50 meters)	Butterfly-Backstroke-Breaststroke-Freestyle

As Table 6.2 reveals, each class must swim the backstroke and freestyle stroke. The number of laps swum and the distance of swim for each stroke is referred to in the parenthesis, i.e., Class 1A-1C (3 X 25 meters).

In addition to the individual swimming events introduced in Table 6.2, there are two relay events: 100 meter team medley relay and the 200 meter freestyle relay.

Each individual team consists of a maximum of seven points, where each class of athletes is designated a point value. The point values for each class are as follows:



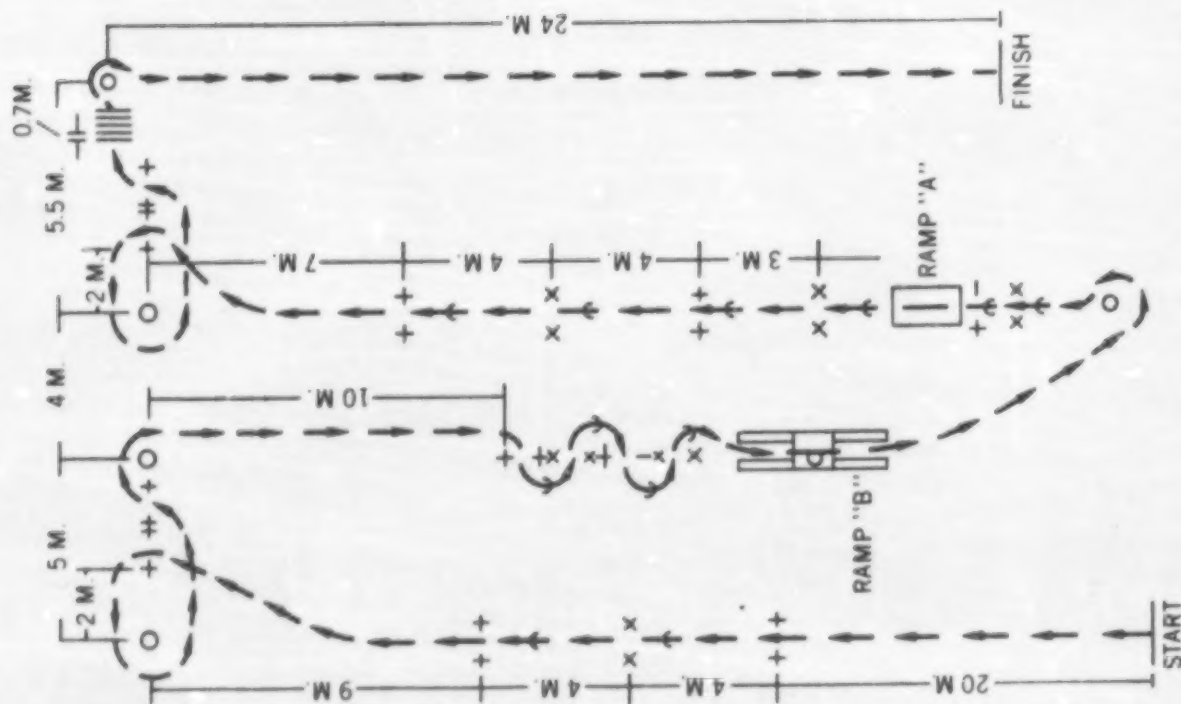
NOTE SLALOM COURSE DIAGRAM MUST BE FOLLOWED,
THOUGH MORE THAN THREE RAMPS ARE PERMITTED

Figure 6.2

A Facsimile of the Slalom Course

(From National Wheelchair Athletic Association Publication

Rules, National Wheelchair Athletic Association, Woodside, New York, 1979, p. 17)



Class I & II	1 point
Class III & IV	2 points
Class V & VI	3 points

Every relay team is composed of four participants, who each swim one fourth of the prescribed distance. An example of a NWAA swimming team might be:

Class 1A	1 point
Class II	1 point
Class IV	2 points
Class VI	3 points
Total	7 points

As the example above reveals, only one Class V or VI member may be on any one team. Each team also must adhere to the following stroke order: backstroke, breaststroke, butterfly, freestyle.

The 200 meter freestyle relay team is comprised of four competitors, swimming according to the specifications in Table 6.3.

Table 6.3
Swimming Distance and Order for Each Class
of 200 Yard Freestyle Relay Teams

Class	Distance	Leg
1A or 1B	25 meters	1
1C or II	25 meters	2
III or IV	50 meters	3
V or VI	100 meters	4

As may be noted in Table 6.3, any one relay team cannot consist of any more than seven points, based on the NWAA class-point system.

Table Tennis

Table tennis competition in wheelchair sports follows closely the rules delineated by the United States Table Tennis Association. A single elimination tournament is held with the best two out of three games constituting a match.

The NWAA has adjusted a few rules to accommodate the unique qualities of wheelchair athletes. Class 1 athletes may have the table tennis racket secured to their hand by tape or other means. Class 1 competitors also do not have to project the ball upward when serving. No competitor in any class may have their feet touch the floor. NWAA rules allow that Class 1 players shall not be

penalized if they volley a ball which is going to clearly miss the table surface.

Contestants in table tennis usually keep their wheelchair stationary during a rally. However, some competitors use their free hand to maneuver the wheelchair during a rally (Weisman & Godfrey, 1976).

Track

NWAA track is conducted in accordance with NCAA rules. A contestant shall start a race with all four wheels behind the starting line and finish when their front wheels cross the vertical plane of the finish line. Individual running events for each NWAA class may be seen on Table 6.4.

NWAA relay events include the 4 X 100 meter mixed relay, 4 X 100 meter relay, 4 X 200 meter relay, and the 4 X 400 meter relay. The relay exchange must take place within the 20 meter exchange zone. The exchange is accomplished when the incoming racer touches his/her hand on the teammates shoulder, back, or arm. In all track events, with the exception of the 4 X 100 meter mixed relay, there is separate competition for males and females.

All the relays are run around a 400 meter oval track. Each team consists of four members, all of whom travel the same distance.

The 4 X 100 meter relay is for Class I performers only. A team consists of at least one Class 1A performer and no more than two Class 1C athletes. Each four person team must include one male and one female.

The 4 X 200 meter distance relay is comprised of at least one Class 1A-1B competitor and no more than two Class II members. The 800 meter relay is exclusively for Class I or Class II athletes.

The 4 X 100 meter relay and the 4 X 400 meter distance relay are open to all competitive classifications. A member of Class I-III is required to be on each team. No more than two Class V athletes are permitted on one team.

Field Events

Wheelchair field events comply with rules set forth by the National Collegiate Athletic Association (NCAA). The events include shotput, discus, javelin, and the club throw, which is designated specifically for Class I competitors.

Athletes in all field events throw from a seven foot circle. To secure the chair, an athlete may use a circular, mechanical wheelchair holder, or have one attendant hold the wheelchair stationary. If during the throw, the competitor's hips raise off the seat, the throw is disqualified.

The weight of the shotput varies with the classification and sex of the participant as seen in Table 6.5.

Field event competitors use the international ladies discus and javelin. The discus weighs one kilo (2 lbs. 3¼ oz.) and may be made of hard rubber or wood. The javelin is a 7 foot, 2½ inch wooden pole with a metal point. It weighs 600 grams or 1 lb., 5¼ oz.

Table 6.4
Wheelchair Sport Events Broken Down by the Classification System

CLASS	ARCHERY	SLALOM	TABLE TENNIS	WEIGHT LIFTING	SWIMMING EVENTS					TRACK EVENTS			FIELD EVENTS	PENTATHLON
					BACKSTROKE BREASTSTROKE FREESTYLE	BUTTERFLY	INDIVIDUAL MEDLEY	DISTANCE FREESTYLE	RELAYS	RUNNING EVENTS		RELAYS	SHOT PUT DISCUS JAVELIN	
IA	**	X ^a no ramps or tunnels	X		25m	25m	3 x 25m	100m		60m 100m 200m	400m		CLUB THROW INSTEAD OF JAVELIN	X
IB	Same as CLASS IA	X no ramps or tunnels	X	Classified according to weight classes	25m	25m	3 x 25m	100m	CLASSES ARE COMBINED. See Swimming narration	60m 100m 200m	400m	CLASSES ARE COMBINED. See Track narration	X	X
IC	Same as CLASS IA	X no ramps or tunnels	X		25m	25m	3 x 25m	200m		100m 200m	400m 800m		X	X
II	No distinction between classes	X	X		50m	25m	4 x 25m	200m		100m 200m 400m	800m 1500m 5000m		X	X
III		X	X		50m	50m	4 x 25m	400m		100m 200m 400m	800m 1500m 5000m		X	X
IV		X	Combined with CLASS V		100m	50m	4 x 50m	400m		100m 200m 400m	800m 1500m 5000m		X	X
V		X	Combined with CLASS IV		100m	50m	4 x 50m	400m		100m 200m 400m	800m 1500m 5000m		X	X
VI	—	—	—	—	100m	50m	4 x 50m	400m	—	—	—	—	—	—

X denotes competition only against members of the same class for that event

** Separate Division only if there is a need for a mechanical release

Table 6.5
Weight of the Shotput in Wheelchair Competition
According to Classification and Sex of the Participant

	2 Kilo (4 lb. 6 oz.)	3 Kilo (6 lb. 10 oz.)	4 Kilo (8 lb. 13 oz.)
Men	1A, 1B	1C	II-V
Women	1A, 1B	1C, 11-V	

The javelin's length, weight, and diameter may make it difficult for a Class 1 athlete to grip or throw. The NWAA, therefore, replaced the javelin throw with a club throw for Class 1 athletes.

The club is made of beechwood or a similar wood. It is 39cm long, varying in diameter from 1.9cm to 5 or 6cm. The club has a metal end and weighs 396 grams (about 14 oz.). The smaller size and dimensions of the club makes it a more practical implement for Class 1 athletes to use in competition.

A freestyle throw is used in projecting the club. Competitors may use one hand only in attempting to throw the club as far as possible. As in the other field events, the furthest of three throws is measured from the throwing circle to the point where the implement first touches the surface. A legal throw must land in a 60 degree radius formed by two lines away from the circle.

Pentathlon

The object of the wheelchair pentathlon competition in NWAA sports is to amass the greatest number of points in five events. These five events are javelin (club throw for Class 1A athletes), shotput, discus, a dash, and a distance event.

The pentathlon tests an athlete's skill and endurance by requiring the completion of five events within a specified time. NWAA pentathlon competition allows one day to complete the five events. Each event is conducted in the same manner as it takes place in individual competition. In the track events, Class 1a-1C compete in the 100m dash and 800m push while Classes II-V race in a 200m dash and 1,500m distance event.

Weightlifting

There is one weightlifting event for wheelchair athletes: the bench press. Rules for the bench press are similar to those adopted by the Amateur Athletic Union (AAU). Members of Class II-V (paraplegics) compete within six weight classes. Distinctions are not made as to the NWAA medical class of each athlete.

To determine the competitive weight of amputees, consideration is given to the site of amputation. A fraction of the bodyweight is added to the athlete's present weight according to the site of amputation.

Any lifter who is subject to leg spasms may have their legs secured to the bench with straps. The barbell is set approximately one inch above the lifter's chest before the lift. Each lifter is allowed up to three lifts at any particular weight. The winner is determined by the heaviest weight lifted.

Conclusion

Wheelchair athletes have performed some impressive feats: a 580 pound bench press, 4:46.4 minutes in the 1,500 meters, and a 139 foot discus throw. As more athletes join the NWAA and as training methods are refined, we might expect even more remarkable records to be set.

International organizations, such as the International Sports Organization for the Disabled (ISOD), are presently adding winter sport events to the growing list of wheelchair sports. These winter sports include cross country and alpine skiing, relay races, sledge racing, and slalom. The wheelchair winter sports will undoubtedly be coming to the United States in the near future.

Present goals for the NWAA are to increase membership, performance, and exposure to wheelchair athletics. In this manner, the public may acquire a better understanding about the capabilities of wheelchair-bound individuals.

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ATHLETIC OPPORTUNITIES FOR PERSONS WITH HANDICAPPING CONDITIONS IN
BOWLING, MARATHON RACING, TENNIS, SKIING, AND BEEP BASEBALL

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SUNY Brockport and
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Introduction

There are many organizations which have developed various athletic or recreational opportunities for sportspersons with handicapping conditions. Many of these organizations have been established relatively recently. This article describes competitive opportunities offered by the American Wheelchair Bowling Association (AWBA), the National Spinal Cord Injury Foundation (NSCIF), the National Foundation for Wheelchair Tennis (NFWT), the National Handicapped Sports and Recreation Association (NHSRA), and the National Beep Baseball Association (NBBA).

Wheelchair Bowling

The American Wheelchair Bowling Association (AWBA) was formed in 1962 to organize and develop bowling for wheelchair-bound individuals. This all-male association encourages bowling for its recreational and rehabilitative benefits.

Members of the AWBA bowl under American Bowling Congress (ABC) rules. The AWBA has added several of its own rules to accommodate the unique qualities of the wheelchair bowler. Among these additional rules is a measure which stipulates that the bowler must apply his own force and direction when delivering the ball. Thus, snap handle balls and bowling sticks are permitted in AWBA competition, whereas bowling ramps are not. The bowling stick, used by many wheelchair bowlers consists of a 26" aluminum tube (including the handle). A cup-like structure is attached on the end of the stick. The ball fits within this cup-like structure and is guided by the bowler who manipulates the stick. As in any bowling competition, no part of the bowler or his equipment (i.e., bowling stick or wheelchair) may cross the foul line when bowling. The AWBA has also instituted a "handicap scoring" basis for competition among wheelchair bowlers allowing the individual an equal chance to compete against other bowlers. Thus, wheelchair bowlers are classified by their bowling ability, not categorized according to their physical disability.

The AWBA sponsors a National Tournament annually in different locations each year. Bowlers qualify for this tournament based upon their AWBA or ABC league average for the previous year. The AWBA also promotes area and state tournaments with different AWBA leagues hosting the competition each year.

The AWBA encourages all wheelchair bowlers to bowl in either AWBA league play or ABC league play. Women, although not AWBA members, are permitted to compete in AWBA functions including the National Tournament (providing they qualify). Bowling ramps may be permitted in league bowling, depending upon the preference of each individual league. Wheelchair bowlers are encouraged to have good brakes on their wheelchair to prevent wheels from slipping when

delivering the ball. If the bowler is delivering the ball manually, a variety of wrist aids and bowling gloves may be recommended to reduce friction upon releasing the ball or prevent any other possible injury. Ring-like devices, called ball holders or third hands, clamp onto the arm of the wheelchair and are helpful in carrying the ball from the return rack to the foul line.

The AWBA is quick to point out that bowling is the only sport in which all handicapped persons may compete in equally and successfully. For further information concerning the AWBA, write:

American Wheelchair Bowling Association
6718 Pinehurst Drive
Evansville, Indiana 47711

Wheelchair Marathon Racing

In 1977, the first national wheelchair marathon championship was held in conjunction with the prestigious Boston marathon. This event was organized by the National Spinal Cord Injury Foundation (NSCIF). The NSCIF was formed by the merger of the New England Spinal Cord Injury Foundation and the National Paraplegia Foundation. The success of this initial championship marathon prompted the NSCIF to make the national wheelchair championship an annual event to be run at the same time and site as the Boston marathon.

Wheelchair marathon racing originated at the 1975 Boston marathon. During this marathon, Bob Hall of Belmont, Massachusetts became the first competitor to push a wheelchair over the entire 26 mile, 385 yard distance. The challenge of long distance racing soon became popular among wheelchair-bound individuals. Marathon organizers began to include a wheelchair division. The NSCIF paid the expenses of wheelchair individuals to come to the championship in Boston. As numbers of competitors increased, the NSCIF established standards from which to select athletes eligible for the national championship meet (see Table 7.1).

Table 7.1
Minimum Qualifying Times Within Each Class for the
National Wheelchair Championship Event

NWAA Class	Elapsed Time (hrs:min)	
	Male	Female
V	2:30	3:00
IV	2:40	3:20
III	3:00	3:30
II	3:20	3:40
I	3:50	4:00

From Table 7.1, it may be noted that the NSCIF uses the National Wheelchair Athletic Association medical classifications to distinguish the varying abilities

of the wheelchair-bound individual. From those who qualify (according to the standards in Table 7.1), competitors are selected by best race times within their competitive class. The number of wheelchair competitors permitted in the National championship event is determined by race officials. The NSCIF reserves at least 20 percent of the available positions for female wheelchair marathoners. Times submitted to the NSCIF to determine which athletes will compete in the National championship meet must include the overall drop in elevation of the course on which the submitted time was attained. A submitted time from a course with an overall drop exceeding 1000 feet must be accompanied by a time for a course which has an overall drop in elevation less than 1000 feet. All times which are submitted must have been for a marathon during the year following the previous championship.

Wheelchair marathoners compete only against those in their class during a race. Therefore, each marathon shall produce five winners, one from each class. In the Boston marathon, and in any marathon, the wheelchair division of marathoners start 10-15 minutes before their able-bodied counterparts. The purpose for this lead is to thin traffic of both divisions.

Wheelchair marathoners use the same training techniques as any marathon racer. Distance work, Fartlek training, hill work, and interval training are all common techniques used in preparation for the wheelchair marathon. Many wheelchair marathoners wear a pair of soft leather batting gloves to provide protection for their hands as they may sometimes guide their wheelchairs downhill at speeds in excess of 40 mph.

Virtually every marathon in the United States has a division for wheelchair athletes. Competition within this division is fierce as individuals attempt to qualify for the National championship. The winning time for most "able-bodied" marathoners is in the vicinity of 2 hrs., 10 min. Bob Hall, the first person to enter a marathon in a wheelchair, has a personal best time of 2:07:11.

Wheelchair Tennis

A relatively new organization dedicated to the procurement of athletic opportunities for the handicapped is the National Foundation of Wheelchair Tennis (NFWT). Founded in January of 1980, the NFWT was formed to promote enthusiasm for tennis for wheelchair-bound individuals by offering organized tournaments, clinics, and exhibitions. Through the NFWT, it is hoped that the therapeutic and psychological benefits of wheelchair tennis are communicated to both the disabled and able-bodied populations.

The idea of playing tennis in a wheelchair led to the first organized wheelchair tennis tournament in 1977, held in Southern California. Since this first tournament, approximately a dozen tournaments have been held as wheelchair tennis has grown in popularity throughout the United States and into Europe and Asia.

Rules for wheelchair tennis competition remain the same as in regular tennis with the exception of a rule which allows the ball to bounce twice on one side of the court before the volley must be returned. The first bounce must land in play, whereas the second bounce may land anywhere. The two

bounces allows each competitor more time to get to the ball and return a volley.

The chairman of the NFWT, Bradley A. Parks, said to be the number one wheelchair tennis player in the world, has written a publication entitled Tennis in a Wheelchair. This publication discusses the various tennis strokes, mobility, and wheelchair handling. Such information may serve as a guide to potential wheelchair participants and teachers or coaches of the wheelchair athlete. Tennis in a Wheelchair is available by writing to:

The National Foundation of Wheelchair Tennis
Box 411
Newport Beach, California 92660

Through the efforts of the NFWT, the popularity of wheelchair tennis can be expected to grow. Just recently, a tennis mit was developed for quadriplegics. The tennis mit makes gripping the racket easier for quadriplegics who may possess little or no gripping ability. This innovative device is an example of the progressive approach the NFWT has taken as it attempts to make tennis from a wheelchair a reality for all persons with physical handicapping conditions.

Skiing for Individuals with Physically Handicapping Conditions

The National Handicapped Sports and Recreation Association (NHSRA), formed in 1967, offers a wide range of recreational and competitive activities to individuals with a variety of handicapping conditions. Although downhill and cross country skiing are the largest of the Association's programs, the many chapters of the NHSRA (found throughout the United States) also sponsor experiences in golf, white water rafting, horseback riding, scuba diving, kayaking, and water skiing.

The NHSRA traces its roots in handicapped skiing back to the early 1950's. Skiing for individuals with handicapping conditions was used as an active form of rehabilitation for soldiers injured in Vietnam during the 1960's and early 1970's. The Association notes the recreational and therapeutic benefits for its members including persons with little or no sight, amputations, cerebral palsy, muscular dystrophy, multiple sclerosis, birth defects, and other populations who have limited use of their limbs.

The National Handicapped Ski championships are held annually in Winter Park, Colorado for individuals with physically handicapping conditions from the United States and Canada. Individuals are placed in one of eleven different competitive classes depending upon the site(s) and severity of their disability. The purpose of placing each individual in a specific competitive class is to equalize competition based upon each athlete's ability to use the skis and ski poles or to see the course.

In NHSRA competition, blind athletes may ski with a guide, but may not have physical contact with the guide. Totally blind skiers may not compete in the downhill events.

There is a variety of skiing equipment available which is designed for use by individuals with specific disabilities. The outrigger, which appears as a forearm (Lofstrand) crutch with a short ski attached at the bottom, is used by

skiers with partially functioning or non-functional legs to maintain balance and control. Paraplegics may use a pulk sled, which resembles a luge, to compete. This sled is controlled by upper body motion as the athlete appears to be kayaking on snow, using shortened ski poles for additional control.

For further information on NHSRA sponsored skiing, or any other of the Association's programs, write:

The National Handicapped Sports and Recreation Association
Capitol Hill Station
P.O. Box 18664
Denver, Colorado 80218

For information on adaptive ski equipment for the handicapped, write:

Handicapped Ski Office
P.O. Box 313
Winter Park, Colorado 80482

Beep Baseball

Beep baseball is a modification of regular baseball and is played by persons who are blind or visually impaired. Beep baseball is promoted and official play is sanctioned by the National Beep Baseball Association (NBBA). At the time of this writing, some 30 teams participate nationwide in local and regional games and playoffs. These teams emerge from regional playoffs to compete in the annual double elimination NBBA National Championship Tournament.

The ball used in beep baseball games and contests is a regulation 16-inch softball inside of which is housed a battery operated, high pitched, sound-emitting device. Bases, of which there are two, are cone shaped and 48 inches in height (minimum). Bases are placed 90 feet from home plate where one normally finds first and third.

Seven players, two of whom are sighted, comprise an official beep baseball team. Sighted players play the pitcher and catcher positions. In beep baseball, these players respectively pitch (underhand) and catch for their own teams. In beep baseball, pitchers gain reputations by the number of hits given up to their teammates. Catchers assist in aligning batters in the batter's box and in retrieving balls swung at and missed. On offense, sighted players do not bat or base run. On defense, they may call out one defensive player's name upon a ball being fairly hit but do not field their balls.

When a fair ball is hit, one of the two cone-shaped bases begins to buzz. Bases are remotely controlled and battery powered. The base which is to buzz has been randomly pre-designated in silence by an umpire. The object of the game is for the batter to make contact with the buzzing base before a fielder who also is non-sighted can locate and cleanly field the ball. When this occurs, a run is scored for the batter's team. If the ball is cleanly fielded by one of the defensive players before the batter contacts the buzzing base, the batter is declared "out". The batter is permitted five strikes before being declared "out," three outs retire a side, and six innings constitute a game.

Beep baseball, as it is played today, is approximately six years old. The game appears to be gaining steadily in popularity. John Ross, one of the founders of beep baseball in its present form and Director of the Braille Sports Foundation estimates that, in addition to those teams engaged in regulation NBBA play, approximately 100 teams nationally are engaged in some form of beep baseball. For further information regarding beep baseball or the NBBA, contact:

John Ross
Director, Braille Sports Foundation
c/o Dr. Leonard Kalakian
Department of Physical Education
Mankato State University
Mankato, Minnesota 56001

Summary

The organizations mentioned in this article are only a few of the associations designed to make athletic opportunities available to individuals with handicapping conditions. Other organizations have been created to provide the wheelchair-bound individual wide-ranging athletic or recreational opportunities. Among these opportunities are competition or participation in football, golf, motorcycling, aviation, kayaking, hunting, fishing, and other leisure activities. As the wheelchair-bound individual realizes his/her athletic abilities, more organized and competitive athletic opportunities may become available. For further information regarding organizations promoting wheelchair sports, write:

Paralyzed Veterans of America
4350 East West Highway
Suite 900
Washington, D.C. 20014

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SPORTS ORGANIZED BY THE
NATIONAL ASSOCIATION OF SPORTS FOR CEREBRAL PALSY*

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Introduction

The National Association of Sports for Cerebral Palsy (NASCP) is a non-profit subsidiary of the United Cerebral Palsy Association, Incorporated (UCPA, Inc.). The UCPA of New York maintains and supervises the financial and administrative matters of NASCP. NASCP provides competitive sport opportunities on a local, state, regional, and international level for the cerebral palsy individual.

The main purpose of NASCP is to provide an opportunity for those individuals with cerebral palsy and allied conditions to compete in sports vigorously and safely under rules that are kept as close to standard rules as possible. These individuals must meet the classification criteria of NASCP.

History

The NASCP was developed to coordinate independent efforts in various sections of the country, to provide a common functional sport competition classification system and to organize the cerebral palsy sport movement for international competition for individuals with cerebral palsy and allied conditions. This population of the disabled were not eligible in existing handicapped sport associations, such as the Special Olympics and the National Wheelchair Athletic Association, due to the varying degrees of disabilities reflective of the cerebral palsy condition.

In the fall of 1978, a volunteer effort to organize the cerebral palsy sports movement was made with the formation of the National Association of Sports for Cerebral Palsy (NASCP). During 1978, the First National Cerebral Palsy Games were held in Detroit, Michigan and the first United States team was sponsored to attend the Fourth International Cerebral Palsy Games held in Edinburgh, Scotland. These games were sponsored by the Cerebral Palsy International Sport and Recreation Association, to which NASCP became the organizational member representing the United States. The 18 member United States team was very successful in their first international competition, as they placed fourth amongst 20 participating countries.

Although the United States team was successful, the officers of NASCP realized that the United States was far behind the Europeans in the development

*The information in this section has been summarized from unpublished papers concerning the history and classification system of NASCP developed by Craig Huber, Sports Coordinator of NASCP, 1981 and National Association of Sports for Cerebral Palsy, NASCP - USA Constitution, Rules Classification and National Records Sports Manual. National Association of Sports for Cerebral Palsy, New York, New York, 1979.

of sports for the cerebral palsy athlete. There were many international events in which the United States did not offer competitors. Also, the majority of regions across the United States offered no competitive sports opportunity for the cerebral palsy individual.

Due to the rapid expansion of NASCP, it was decided that it should be under the aegis of a cerebral palsy organization. The United Cerebral Palsy Association of Connecticut agreed to serve as an umbrella organization for NASCP.

In August of 1979, the Second National Cerebral Palsy Games were held at Southern Connecticut State College and Yale University. Compared to the First National Games, where 125 athletes from seven states participated, the Second National Games involved 468 athletes from 33 states and Canada. These national games stimulated the development of 25 regional and state games in the following year, where over 2,000 athletes participated.

In 1980, NASCP became an official member of the Handicapped in Sports Committee of the United States Olympic Committee (USOC). The 1978 Amateur Sports Act mandated that the USOC provide support and guidance to all amateur sport organizations, including those serving the handicapped.

On November 17, 1980, the NASCP was transferred from Connecticut to UCPA, Incorporated in New York City. This change will give the cerebral palsy sports program a stronger financial and organizational base from which to grow and will develop a mechanism for more national input.

Levels of Competition

NASCP aims to continue developing teams at local, state, and regional levels. The top athletes from these teams are selected for the national team that represents the United States in international competition. International meets involving more than 12 nations are held every two years in various countries throughout the world. The United States will host the 1984 International Championships.

Eligibility

Individuals at any age with cerebral palsy or brain damage with motor dysfunction (acquired or congenital) are eligible for participation in NASCP competition. Individuals with other handicapping conditions are allowed to participate in local, state, and regional meets if they fit into the NASCP classification system and are denied sport competition by other national handicap sport organizations. Thus, participants with conditions such as multiple sclerosis and muscular dystrophy may be eligible for participation in the NASCP program.

NASCP makes special provisions for other disabling conditions including spina bifida, epilepsy, and stroke conditions. A person with spina bifida is permitted to participate in local, state, or regional meets if evidence of locomotor dysfunction of a cerebral origin is shown. A special spina bifida class is formed to accommodate these competitors. Individuals with cerebral palsy commonly suffer from a form of epilepsy. These individuals are not

excluded from competing in NASCP events unless the epilepsy is so uncontrolled that it is dangerous. A person with a stroke may be permitted to participate in NASCP competition upon the discretion of their physician. Eligible participants with disabilities other than cerebral palsy are not permitted to engage in national or international competition.

NASCP Classification System

The NASCP classification system measures the functional level of an athlete in relation to a sport event in a fashion that will allow for competition against individuals with similar degrees of ability. Within this system, individuals with all degrees of ability can compete in sport events with equitable competition.

All eligible participants in NASCP sponsored events must be classified by a NASCP certified classification official prior to that event.

The NASCP classification system places a cerebral palsy athlete into one of the eight ability classes according to the degree of an athlete's disability and the event in which the athlete participates.

Two sets of testing procedures are used by an official NASCP classifier to place athletes into one of the eight classes. (These testing procedures are found in NASCP's Classification Manual.)

The first test procedure involves obtaining a functional profile of the athlete through observation and a series of questions depicting the athlete's daily living skills. The profile, determined by the tester, is then matched with a functional profile described within the eight classes to determine the specific appropriate classification group.

The next procedure involves conducting a series of tests which measure speed, accuracy, and range of motion. Included are eight tests which measure upper extremity and torso function and an additional four tests for ambulant athletes to assess lower extremity function and stability.

Each of these 12 tests are assigned a set of points. Each of the eight classes are also assigned a range of points. The classification grouping for each athlete in track, field, and swimming is determined by the total number of points received from the tests and the classifiers functional assessment. NASCP events are correlated with a track, field, and swimming event classification. Wheelchair and ambulant soccer, slalom, bowling, bicycling, and tri-cycling are included under the track class. Archery, rifle, table tennis, and weightlifting are classified under the field class.

The NASCP functional profile for each of eight classes are described on the following pages. NASCP includes their Functional Profile of the classification system in their Sports Rules Manual to enable coaches and athletes to assess a participant's classification for training purposes and the running of informal local meets. However, athletes must undergo an official classification procedure to qualify for state, regional, and national games.

Functional Profile for NASCP Program

Class I

Severe quadriplegic/triplegic-wheelchair, using electric wheelchair, more spasticity prevalent.

Functional Profile

1. Moderate to severe spasticity in all four limbs.
2. Poor functional strength and severe control problems in upper extremities and torso necessitating the use of an electric wheelchair or personal assistance for regular daily use.
3. Cannot push a manual wheelchair with their arms or legs at all.

Track

1. Use electric wheelchair only for track and slalom event.
2. Maximum of 25 percent range of motion.
3. Maximum 90 points scored on upper extremity tests 1-5. (For testers only)

Swimming

1. 25 percent limited range of motion in upper extremities.
2. May use a flotation device.
3. Does not score over 90 points in upper extremity tests 1-5. (For testers only)

Field

1. Participant unable to grasp a softball with one hand, only appropriate field implements would be bean bags or small sand balls.
2. Does not have manual ability to grasp a softball or shotput.
3. 25 percent limited range of motion in upper extremities.
4. Scores a maximum of 90 points in both upper extremities or a maximum of 60 points in either extremity. (For testers only)

Class II

Severe quadriplegic-wheelchair, normally propel wheelchair with legs, better upper extremity range of motion and coordination than Class I, more athetosis prevalent.

Functional Profile

1. Moderate to severe involvement in all four limbs.
2. Normally wheelchair bound, cannot ambulate without assistance or with extreme difficulty.
3. Have poor functional strength and severe control problems in the upper extremities and torso.
4. Because of the varying functional abilities within this class, separate track and field events have been developed for the upper extremities and the lower extremities.

Track (Upper and lower extremity events)

1. Lower extremity track events include 60, 200 and 400 meter wheelchair push via foot propulsion and a slalom course, designated Course B in slalom rules.
- OR
2. Upper extremity track events include 20 meter wheelchair push using one or two arm wheelchair and a slalom course designated Course A in slalom rules.
 - a. This competitor is unable to push a wheelchair over a long distance, has 40 percent limited range of motion.
 - b. Does not have the functional capabilities to meet Class III criteria.
 - c. Scores no more than 2 points on test 6. (For testers only)

Swimming

1. Have 40 percent limited range of motion in upper extremities.
2. Ability to propel in water with limited use of all four limbs.
3. May use a flotation device.
4. Maximum of 129 points in upper extremity tests 1-5. (For testers only)

Field

1. There are two Class II field events: A set of upper extremity events using the club, light shotput and a set of lower extremity field events using medicine ball and kick ball.
2. Competitors in upper extremity field events have better functional ability than a Class I competitor, but do not have the range or coordination to compete equitably in Class III field events.
3. Maximum of 129 points in both extremities or maximum of 64 points in dominant extremity.

Class III

Weak quadriplegic, triplegic - or moderate hemiplegic-wheelchair.

Functional Profile

1. Moderate involvement in all four limbs or three limbs.
2. Have fair functional strength and moderate control problems in the upper extremities and torso.
3. Need to use wheelchair for regular daily activities but may be able to ambulate with assistive devices.

Track

1. No less than 60 percent range of motion in upper extremities.
2. Pushes wheelchair with arms.
3. Scores between 3-4 points on test 6. (For testers only)

Swimming

1. Upper extremity range of motion approximately 60 percent.
2. Fair to moderate trunk control in water, may use float device.
3. Scores between 130-164 points in both extremities or between 65-84 points on dominant arm on tests 1-5 upper extremity test. (For testers only)

Field

1. Able to compete in shotput* (6 lbs.), discus and club.
2. Scores between 130-164 points in both extremities or between 65-84 on dominant arm.

Class IV

Paraplegic, good upper extremity strength and control - wheelchair.

Functional Profile

1. Good functional strength and minimal control problems in the upper extremities and torso (upper extremities may have exaggerated reflexes).
2. Lower limbs have moderate to severe spasticity.
3. May be able to walk short distances with use of aids, but needs wheelchair for regular daily activities.

Track

1. Pushes wheelchair with arms.
2. Greater than 70 percent range of motion in upper extremities.
3. Scores no less than 6 points on test 6. (For testers only)

Swimming

1. Has good upper extremity motion in water with greater than 70 percent range of motion.
2. Has moderate-maximum limitations with leg propulsion and trunk control.
3. Scores between 150-179 points on upper extremity test 1-5.

Field

1. Able to compete in shotput (8 lbs.), discus and javelin.
2. Field events performed in wheelchair.
3. Scores over 179 points in both extremities or greater than 75 points in dominant arm.

Class V

Paraplegic, moderate hemiplegic, ambulates without wheelchair in regular and daily activities. May or may not use assistive devices for ambulation. NASCP defines assistive devices as ambulatory support devices such as crutches, walkers, or canes. Braces are not considered assistive devices.

Functional Profile

1. Both lower limbs have moderate to severe spasticity causing difficulty with walking.
- OR
2. Right or left extremities may have moderate to severe spasticity causing difficulty with walking.
3. Have good functional strength and minimal control problems in upper extremities or in the case of the moderate hemiplegic, one arm and leg have good functional strength while the affected side may have exaggerated reflexes.
4. May walk with or without aids but may need to use wheelchair in some daily activities.
5. Class V competitor must race on assistive devices, do field events on assistive devices, may drop to Class IV for wheelchair races or raise to Class VI if runs without crutches.

Track

1. Must race on feet with assistive devices (crutches or canes).
2. Scores 0 on tests 7, 8, and 9.
3. Moderate hemiplegic may move to Class III wheelchair track race if Class III track criteria is met.

Swimming

1. Greater than 80 percent range of motion in upper extremity.
2. Fair leg propulsion and fair trunk control in water.

Field

1. Must perform field event on feet with an assistive device.
2. Scores greater than 180 points in both upper extremities or greater than 90 points in dominant arm on test 1-5 upper extremity. (For testers only)

Class VI

Quadriplegic athetoid/severe triplegic, usually ambulates without walking aides, athetosis more prevalent.

Functional Profile

1. Moderate to severe control problems in three or all four limbs.
2. Walk without assistive devices during daily activities.
3. Please note that Class VI has more control problems in upper extremities than a Class V, while Class VI competitors have better function in lower extremities.

Track

1. Races on feet without assistive devices.
2. Runs with obvious coordination difficulties.
3. Scores a maximum of three points on tests 7, 8, and 9. (For testers only)

Swimming

1. No more than 70 percent range of motion in upper arms.
2. Has poor to fair symmetric control of swim strokes and has limited to fair leg propulsion in water.

3. May have poorer functional ability in water than a Class V competitor due to poor upper extremity involvement.

Field

1. Performs all field events on feet without assistive devices.
2. 70 percent range of motion maximum on dominant arm.
3. A moderate triplegic may have the functional ability to move up into Class VII field events.
4. Scores no greater than 94 points on dominant arm in upper extremity tests 1-5. (For testers only)

Class VII

Moderate hemiplegic or moderate to minimal quadriplegic.

Functional Profile

1. Moderate spasticity in one half of body, or moderate to minimal spasticity in all four limbs.
2. Walk without assistive devices but spasticity in lower limbs may cause limp when walking.
3. Usually good functional ability in non-affected side of hemiplegic.
4. Split classes do occur occasionally in field events depending upon the degree of involvement of lower extremity in relation to the degree of involvement in upper extremities. (Consult sports manual for explanation of split classes.)

Track

1. Running increases spasticity in affected limb(s) causing limp (asymmetric action).
2. Must score between 6 and 12 points cumulative on tests 7-9 and score a maximum of 4 points on each test 7, 8, and 9. (For testers only)

Swimming

1. Swims exhibiting fair to good symmetric control of crawl strokes, has fair to good upper extremity movement and trunk control in water.
2. 90 percent range of motion for both extremities or 90-100 percent for dominant arm of hemiplegic.
3. Scores 120 points cumulative in upper extremities but less than 170 points.

Field

1. Moderate hemiplegic may have greater range of motion in dominant arm (85-100 percent) than a moderate to minimal quadriplegic. Functionally they can compete together due to the poor lower extremity action and balance of hemiplegic.
2. Must score between 6 and 12 points cumulative on tests 7-9 and score a maximum of 4 points on each test 7, 8, and 9. (For testers only)
3. Dominant arm scores no less than 95 points and no more than 108 points on dominant arm of upper extremity tests 1-5.

Class VIII

Minimal handicap group.

Functional Profile

1. May include a minimally affected hemiplegic, monoplegic, or very minimally involved quadriplegic.
2. If an abnormality in a limb is only detectable on a detailed neurological examination and there is no impairment of function obviously present, then this person does not qualify for NASCP games.
3. Able to run and jump freely.
4. May have minimal loss of full function caused by incoordination.

Track

1. Runs freely without noticeable limp.
2. Must score between 14 and 18 points on tests 7-9 and score a minimum of 4 points each on tests 7, 8, and 9. (For testers only)

Swimming

1. Good symmetrical control of major swim strokes.
2. Good upper extremity and trunk control in water.
3. 95 - 100 percent range of motion in upper extremities.
4. Scores greater than 170 points cumulative on both upper extremity test 1-5.
5. Severe upper monoplegic becomes Class VII for swimming events.

Field

1. Demonstrates good balance and symmetric form in performance.
2. Must score between 14 to 18 points on tests 7-9 and score a minimum of 4 points each on tests 7, 8, and 9. (For testers only)
3. Must score no less than 95 points on dominant arm and have 100 percent range of motion.

NASCP Sport Events*

NASCP makes minimal modifications of standard rules for each sport to preserve the nature of the sport, provide for better public and media understanding, and to enable sound administration of those sports.

Adaptations of sports are limited to three basic areas; the use of adaptive devices, the safety of the participant, and the differing degrees of disability of the participant.

The sport events which NASCP sponsors and a description of their major modifications are included in this section.

Target Archery

The rules for NASCP target archery are adopted from the International Federation of Target Archery rules.

Equipment for this sport includes a bow of any type provided it subscribes to the accepted principle and meaning of the word bow as used in target archery. A stabilizer(s) on the bow is permitted. An arrowrest, which can be adjusted, an arrowplate, and a draw check indicator may all be used provided they are not electric or electronic and do not offer an additional aid for aiming. Only one bowsight is permitted for aiming.

There are two major divisions for participants in competition--Closed and Open classes. The Closed class is for those competitors using mechanical devices that are not permanently attached to, or permanent fixtures of the bow. The mechanical devices must not be adapted for, or used for, additional sighting aids, only for stabilization of the participant's bracing of the bow or releasing of the strings. The participant may not use a mechanical device to anchor the string and hold it until it is released. The mechanical devices may not be attached to the athlete's chair or rested on or attached to the ground, only to the participant's body. The athlete may have someone assist in placing the arrows but the assistant may not coach the person while shooting.

The Open class of archery may not use any mechanical devices for support or release.

The rounds shot by all archers consists of 36 arrows shot at an official target measured 48 inches in diameter.

The distance from the target is varied to accommodate the range of disabilities.

Therefore, the major modifications made in target archery are the use of mechanical equipment and the distance of the shot.

*The information in this subsection has been summarized from National Association of Sports for Cerebral Palsy. NASCP - USA Constitution, Rules Classification, and National Records Sports Manual. National Association of Sports for Cerebral Palsy, New York, New York, 1979.

Riflery

National and Regional BB Gun rules are used for NASCP riflery. In riflery, assistive devices are allowed for all competitors. The device must be only in the form of a tripod to stabilize the gun for aiming.

There are two classes in riflery: (1) The Open class which includes all ambulatory competitors who are able to shoot from a standing position, without assistive devices, and (2) the Closed class which may shoot from a wheelchair, sitting with feet on pedals.

Coaches may not assist in the physical aiming of the gun, but may aid in mounting onto tripod or stabilizing chairs.

The competitor shoots three series of ten shots. The score is the total number of points from all three targets.

Billiards

The game of billiards follows eight ball rules with a few minor rule modifications.

The major modifications in the game of billiards include the use of a spring loaded or otherwise adapted cue stick. The cue stick must be independent of the competitor's body, the table, and the floor. The direct use of the hands is not permitted, a cue must be used.

Those competing on their feet must have at least one foot on the floor at all times. Those in wheelchairs must remain in their chair or on the arm of chair while shooting.

Bowling

NASCP offers two bowling divisions. The Closed division involves those who use specialized equipment only (not including the returnable handle ball). The Open division is open to those who do not use specialized equipment. The returnable handle ball is not considered special equipment.

In the Closed division, the use of a free standing ramp is permitted. An assistant is allowed to position the lower portion of the ramp in the middle of the alley, while the upper portion of the ramp is placed at an angle to definitely cause a "gutter ball". The competitor must correct the ramp's angle and aim it without assistance.

Field Events

Field events are modified to accommodate all levels of competitors. All field events including discus, javelin, club, and softball throw are conducted within a throwing circle.

Competitors participating in a wheelchair must comply to the general rules for all wheelchair competitors. The four wheels must be inside the throwing circle at all times. One attendant may hold the chair or a mechanical holder may be used to stabilize the chair during competition. A person may

not purposely raise off the seat of the chair with both hips or use of arms or brace the foot behind the foot trays.

The following events are considered field events.

Discus

The official discus is the International ladies discus which weighs no less than 2 lbs., 3¼ oz. (1 kilo), with a minimum diameter of 7 3/32 in. and a maximum diameter of 7 5/32 in. Minimum of 180 mill., maximum of 192 mill.

Javelin, Club, and Softball

The official javelin is the International ladies javelin. Minimum length 7ft., 2 5/8 in. - 220 cent. Weight - 1 lb., 5¼ oz. (600g).

The official club is provided for competition.

The official softball is the 12 inch softball.

The softball and club can be gripped in any fashion and can land in any fashion. The softball throw must be completed with a one step release. Classes using crutches must keep one crutch on the ground at all times during the throw. Therefore, the style of throwing is modified to fit the individual's ability.

Distance Kick

The distance kick is provided for wheelchair bound competitors who have poor functional strength and severe control problems in the upper extremities and torso. To perform the distance kick, the athlete swings the leg backwards and then thrusts it forward to kick a stationary 12 inch play-ground ball which has been placed on a foul line. While kicking the ball, the competitor must sit properly in the chair, according to shotput rules. A competitor's chair may be positioned in such a manner to provide optimum performance without moving the ball from the foul line. A kick is measured from the foul line to the point at which the ball stops or goes out of the confines of the throwing area. An assistant may steady the competitor's chair by holding it from the rear or any position behind the foul line.

Thrust Kick

The thrust kick is similar to the distance kick only the competitor is not permitted a back swing before contacting the ball. The foot must maintain contact with the six pound medicine ball through the entire movement prior to release.

Distance Bean Bag Throw

In this event, the competitor throws a bean bag for distance. The rules for other throwing events are followed for the distance bean bag throw. A light weight bean bag replaces other heavy throwing implements to allow individuals with severe loss of strength in the upper extremities to successfully participate in a throwing event.

Precision Javelin, Softball, Club, and Bean Bag

The object of this event is to throw an implement at a target for accuracy.

A target with eight concentric circular rings is used to measure accuracy of the throw. The target may be tubular rings placed on the ground or some similar device. Each ring is assigned point values. The competitor throws at a target from various distances (distance of throw is determined by class of competitor). The best five scores count as the final score.

Shotput

The major modification of this event is the varying weight of the shot utilized. The weight varies between classes to accommodate the strength of the competitors. State Track and Field Association rules are followed for execution of the put.

Pentathlon

The pentathlon consists of five events. Each class has a prescribed set of events selected to meet their abilities. Point values are assigned to first through tenth place finishings. The athlete must perform all five events and a placing of how the individual finishes in each event will be used to determine the winner.

Slalom

The slalom is a race against time in which the competitors follow a well defined course, marked by arrows on a surface indicating all maneuvers that are to be made. All competitors must be in wheelchairs. The slalom course maneuvers include a figure eight pattern, ramps, and gates.

Prognostic Slalom

In the prognostic slalom, the racer guesses how much time it will take to complete the slalom. The athlete who comes closest to the time submitted in writing at the starting line will be the winner.

This event allows for athletes with a wide range of abilities to compete in equitable competition since emphasis is not placed on speed. Competition is kept within classes due to the fact that the slalom courses are modified for the ability of the class involved. The slalom is the only event of NASCP competition in which an ambulatory competitor will be permitted to compete in a wheelchair.

Swimming

Adaptive swimming is conducted in accordance with NCAA rules with the following modifications.

Swim competition is divided into Classes I-VIII. (See NASCP Classification system.)

Flotation devices may be used from the waist up. Water wings, inner tubes, or a swim vest are the only permissible devices and must be approved for each class.

Competitors may swim either on their backs or stomach in the freestyle events. All races start in the water by pushing off the wall with one's feet or hands, and touching the wall with any part of the body denotes a finish.

Track

Wheelchair track is conducted in accordance with NCAA rules with the following modifications.

Track events will be started with a whistle and flag. The starting point will be determined by the vertical plane of the forward-most part of the chair, the foot plate. The finish point will be determined by the same principle as stated above. Competitors must stay in their lanes throughout the race.

Bicycling and Tricycling

In this event, athletes race against each other riding a bicycle or tricycle. Equipment for these events must be supplied by the competitor and conform to USACP rules.

A bicycle may only have two gears: one driven by the legs and the other being the chain driven gear at the rear axle. Wheel size is up to the competitor. Athletes unable to perform on a bicycle compete on a tricycle. The addition of the tricycle allows all competitors to participate in the cycling event.

Table Tennis

Two sets of rules were formulated to accommodate both wheelchair and ambulatory participants.

Wheelchair table tennis is conducted in accordance with United States Table Tennis Association Rules with the following adaptations.

All competitors must perform in wheelchairs and their feet must not be allowed to touch the ground during play with the exception of participants who must use their feet to move their wheelchairs.

A service must cross baselines, but not sidelines, at receiver's end in all classes. The first illegal service in the match shall be called a let, but all subsequent violations shall be called a point for the receiver. The ball is allowed to bounce once before serving.

Ambulatory table tennis rules are the same as wheelchair rules, except the competitors will be on their feet. Touching the table to maintain balance may be considered a violation, depending on the class of the offender.

Tether Bowling

Tether bowling involves striking bowling pins with a ball suspended from a rope. Ten regulation bowling pins are placed on an equilateral triangle.

The tetherball must be suspended so that it hangs one inch above the table on which the pins stand, and two inches in front of the head pin. The tetherball must also be able to reach any pin on the rear line. The height of the table is between 32 inches to 36 inches from the floor. When bowling, a competitor may hit, push, or pull on the ball or ball's rope, but may not strike any pins directly with a part of the body.

Tether bowling is a modification of regular bowling, which permits individuals with poor functional strength and severe control problems in the upper extremities and torso to successfully participate.

Weight Lifting

The cerebral palsy weight lifting competition includes a benchpress, with the lifter in a supine position on a horizontal bench. A universal weight machine is used in NASCP weight lifting competition.

Participants are classified according to weight. The wearing of braces or other apparatus is not allowed in the weigh-in. Each lifter is permitted three attempts in a competition. The weight of the bar will increase in multiples of five pounds.

Horseback Riding

Horseback riding is open to all classes of athletes. Competition is conducted in accordance with guidelines set by the North American Riding for the Handicapped Association and the American Horse Show Association. Modifications of these rules are adopted to insure safety of the participant.

Athletes are divided into four sections for competition. Section I riders require an aide to lead the horse and a person called a "sidewalker" to stay at the side of the horse to aide the competitor if balance is lost. This section is for participants with the most severe conditions. In Section II, leaders are required, but will not hold onto the lead rope, unless requested to by the judge. Section III riders are not required to have a leader. Section IV riders are not permitted to have any type of assistance. Each section is required to perform a number of stunts. The stunts for each class is determined by the ability of the individuals involved. Riding events include riding on flat terrain, obstacle courses, and relay races.

Wheelchair Soccer

The rules of this game are similar to the rules of soccer.

Wheelchair soccer is conducted at two levels. Level A competition includes individuals with a higher functional ability than those competitors of Level B. Every competitor must play in a wheelchair. Non-electric and sport wheelchairs are acceptable. Participants may use their hands, feet, or a combination of both to move their wheelchairs.

A 12-inch rubber playground ball replaces a regulation soccer ball. The bouncy nature of the rubber ball makes the wheelchair, an affected limb, and/or the body a possible scoring or defensive tool. The playing surface

can be either an indoor or outdoor hard surface made of wood, asphalt, or concrete and bounded by the same dimensions of a basketball court.

A team is permitted a maximum of nine players on the field at one time, but a team may play with less players.

The hands, wheelchair, feet, or any part of the body may be used to move the ball. The player may dribble the ball with one or both hands. Once a player holds the ball in the air, three seconds are permitted in which to pass, attempt to score, or begin dribbling. A penalty is called if a player's wheelchair is intentionally hit into another player's chair. Holding onto an opponent's chair to prevent movement or unnecessary roughness is also a penalty.

The game lasts 48 minutes and is divided into four 12-minute quarters.

Seven Man Soccer

Players of seven man soccer must be ambulatory without assistive devices. All soccer rules follow Federation International Football Association (FIFA) standards except for the following modifications.

The field dimensions are to be a maximum of 25 X 50 meters. Playtime consists of two 20-minute halves with a 10-minute half-time. Teams are comprised of seven players. There is no age limit for participation, instead a handicap-limit is imposed. The seven players should have a total handicap of 20 points. (See Classification System.) When the ball is out-of-bounds, it must be put back into play by foot.

For more information concerning NASCP, contact:

Craig Huber
United Cerebral Palsy Association, Inc.
66 East 34th Street
New York, NY 10016

References

1. National Association of Sports for Cerebral Palsy. NASCP-USA Constitution, Rules Classification, and National Records Sports Manual. National Association of Sports for Cerebral Palsy, New York, N.Y., 1979.
2. Unpublished papers concerning the history and classification system of NASCP, developed by Craig Huber, Sports Coordinator of NASCP, New York, N.Y., 1981.

ATHLETIC OPPORTUNITIES FOR THE HANDICAPPED:
SPECIAL SCHOOL DISTRICT OF ST. LOUIS COUNTY

by Matthew E. Sullivan
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Special School District of
St. Louis County, Missouri

Introduction

The Special School District of St. Louis County is the public school district which supplements the other St. Louis County school districts by providing special education programs and services for school age pupils vocational technical programs for high school junior and senior year students.

The program service options at the Special School District for those individuals identified as handicapped, have traditionally been labeled Phase I, Phase II, and Phase III. The specifics of these programs are briefly described as follows:

Phase I

In this service option, the child is assigned to regular school class. The program provides assistance to the handicapped child through direct involvement with the child and/or supportive help to the classroom teacher through an itinerant teacher and/or a resource room teacher.

Phase II

This service allows for placement within a special class located in a regular school building. Concentrated, intensive work is done on the handicapped areas within the special class with integration into regular classroom activities as strengths and successes indicate.

Phase III

Phase III setting is primarily an educational placement for individuals whose conditions are of a nature that warrants long range intervention and alternative curricular approaches. These individual are placed in one of the Special School District special schools. Buses transport all students to and from school. There are fifteen special schools housing youngsters in Phase III placement.

Competitive athletic opportunities described in this document are available to students assigned to a Phase III placement.

Philosophy

Physical education is considered an important part of the school program and is expected to contribute to the total education of each individual. Competitive athletics are considered an integral part of the physical education program for youth with handicapping conditions. The diagram in Figure 9.1 illustrates this concept.

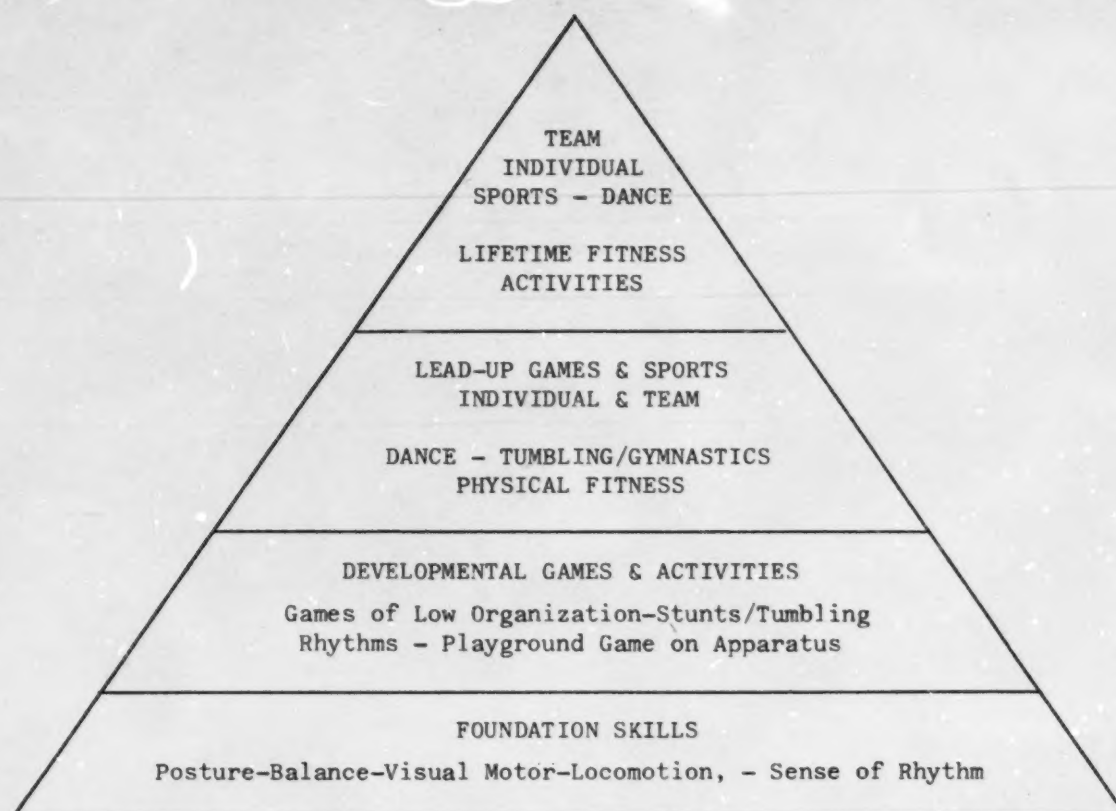


Figure 9.1
Components of the Physical Education Program

Physical education is approached non-categorically as much as possible. The level of athletic competition is determined primarily on the basis of the skills and abilities of the individual rather than the handicapping condition. The following competitive sports are available.

Soccer	October
Basketball	December to mid January
Wrestling (Boys)	Mid February to mid March
Volleyball (Girls)	Mid February to mid March
Tumbling/Gymnastic Intermediate age CA 9-14 . . .	Last week in March
Softball	May
Field Day Activities Intermediate age CA 9-14 . .	May

Guidelines

1. Schools participate against other special schools with similar populations.
2. Competitive athletics are primarily for adolescent age youth (15-20 years old). Students are also encouraged to participate as score keepers, team managers, cheerleaders, and in pep club.

3. Intermediate age youth participate in tumbling/gymnastics and field day activities.
4. Schools may have more than one team per sport, thus providing opportunity for individuals at various levels of performance the chance to compete.
5. An individual may participate in no more than four games per sport. Tournament play would necessitate an exception to this rule.
6. Phase III students ride school buses to and from school. Competitive sports activities are held during the school day.
7. Modification and adaptation which may be necessary are made by mutual agreement of participating schools.

Brief Description of Activities

Soccer

Boys and girls participate on separate teams at the upper performance level. Activities are usually coed at lower levels. Rule modification and adaptation are by mutual agreement of competing teams.

Basketball

Boys and girls participate on separate teams at the upper performance level. Activities are usually coed at lower levels. Rule modifications are by mutual agreement of competing teams.

Wrestling

Only boys participate. Additional medical permission is required. The season terminates with a district-wide tournament. Individuals compete against others of similar ability and weight. Generally, individuals who score 50 percent or above on the Youth Fitness Test are in one division, those below, in another division.

Volleyball

Only girls participate in extramural school competition. At the lower performance level, the game is modified by using a beachball, playing Newcombe, or other modifications agreed upon by participating teams.

Tumbling/Gymnastics

Intermediate Age (9-14) - Each student, with the aid of the physical education teacher, works out a routine for at least two events. The routine is to be at the upper performance level of the individual. The routine is written on the score card illustrated in Figure 9.2. Judging the routine is on an individual basis. Routines for upper performance level would include those stunts traditionally executed. For lower level performers, routines are limited only by the imagination of the instructor and student. Events include:

Balance

Routine may be performed on the floor, a line on the floor, a low balance rail, or a balance beam.

Parallel Climbing Ropes

Ropes are suspended from ceiling and are about three feet apart.

Horizontal Rope

A $\frac{1}{2}$ " rope, at least 15' in length, is attached securely at one end at about floor level. Participants pull themselves along the floor via wheel-chair, gym scooter, or lying on a small rug. A routine could include: head first, feet first, underhand grip, overhand grip, tuck or pike position.

Parallel BarsHorizontal BarsVaulting HorseTeam Gymnastics

Each participating school demonstrates a group activity such as: a pyramid, ball handling, rope jumping, or an exercise routine to music.

<u>ENTRY CARD</u>		EVENT: _____
NAME: _____		SCHOOL: _____
ROUTINE:		
1.	_____	
2.	_____	
3.	_____	
4.	_____	
5.	_____	
Scoring: Blue 8-9; Red (-7; White 4-5)		
Performs Stunts Listed	1	
Performs Stunts in Order	2	
Performs Stunts Accurately	3	
Demonstrates Poise & Style	3	
	9	

Figure 9.2
Gymnastic Score Card

Field Day Events

Individual Events

50 yard dash
100 yard dash
300 yard dash
300 yard run, walk
shuttle run

All participants are pre-tested on the individual events listed above (score achieved on 50 yard dash X 2 = score for 100 yard dash).

Each event is run off in heats with six participants in each heat. The first heat in each event includes the six individuals with the best times. This procedure continues until all have participated. Ribbon awards are available to participants.

Team Events

Tug-of-War

The number of participants in the tug-of-war is determined by the participating schools. Rules are modified as necessary to best serve the individuals participating.

4 X 100 Yard Relay

Four persons per team participate, representing the best performances from each school.

MINNESOTA ASSOCIATION FOR ADAPTED ATHLETICS

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Minnesota Association for
Adapted Athletics

Rationale

The Minnesota Association for Adapted Athletics (MAAA) was established for essentially the same reasons that athletic programs are established for students without disabilities. The MAAA was established out of the conviction that the values which accrue to students in educationally sound, regular athletic programs should also accrue to physically disabled students through participation in suitably modified programs. MAAA participation finds students with physical disabilities today making scores rather than marking scores.

Eligibility

Eligibility for participation in MAAA activities requires that the student (1) be enrolled in junior high or high school at a grade level from 7 through 12 (or be making progress toward a high school diploma), (2) be 21 years of age or younger, and (3) have some type of physical disability which restricts participation in non-adapted school sports. Participation in MAAA activities is coeducational. Boys and girls participate side-by-side with no positions or quotas designated for either sex.

Modes of Ambulation

Participants may ambulate with or without assistive devices. Assistive devices include a cane, crutches, walker, scooter board, or wheelchair (conventional or electric). In the case of wheelchair ambulation, a pusher may be required, and this is acceptable.

Types of Disabilities

Participants' disabilities may be congenital or acquired. Disabilities include, but are not limited to, cerebral palsy, arthritis, cardiopulmonary disorders, amputations, spinal cord injury, muscular dystrophy, and spina bifida. Individuals with any type and degree of physical disability which preempts regular physical education and sports participation are encouraged to become and can become active members of MAAA affiliated teams.

Awards and Recognition

Participation on an MAAA affiliated team can warrant the earning of an athletic award. The award is earned as awards are earned in non-adapted sports programs. Emphasis is placed upon the earning of an award so that it may serve as meaningful recognition of real achievement. This reflection of achievement enables the athlete to accept and display the award with pride. Further, recognition of all participants is realized through the Association's sponsorship of the All-League Banquet at the culmination of each season.

Sanctioned Sports and Governance

The MAAA presently sponsors competition in two modified sports, floor hockey and soccer. At this time, the MAAA is engaged in the process of modifying two additional sports, softball and track and field. For further information regarding specific rule modifications, the reader may wish to contact:

Minnesota Association for Adapted Athletics
c/o Courage Center
3915 Golden Valley Road
Golden, Valley, MN 55422

The MAAA is governed by a board whose membership is comprised of parents, civic minded professionals, adapted physical educators, and recreation professionals. Following a specified nomination process, any adult resident of Minnesota is eligible for board membership. One becomes a member of the board by simple majority vote of the board's current membership. The board is comprised of a maximum of 15 members.

Until recently, MAAA board membership and participation on MAAA affiliated teams primarily has been a Minneapolis/St. Paul (Twin Cities area) phenomenon. This leadership/participation pattern largely has been a reflection of Minnesota's demography. The MAAA presently is engaged in a concerted effort to become a statewide phenomenon. At the time of this writing, outstate residents and professionals are becoming increasingly active in the MAAA, and potential participants are being identified that outstate teams might be formed.*

Locating Players and Forming Teams

In recognition of the fact that the number of students with physical disabilities at any given school might not be sufficient to field an adapted sports team, the MAAA has encouraged the formation of both intra and inter district teams. In two instances, teams presently are comprised of athletes in attendance at a single school. In two instances, teams are comprised of athletes who attend different schools, but who come from within the same school district. In two final instances, athletes come together not only from different schools, but from different school districts. Presently, students from approximately 30 school districts are participating in MAAA sanctioned sports.

Continued growth of the MAAA likely will witness continuation of the aforementioned team formation alternatives. The latter alternative will be

*Outstate refers to areas within Minnesota but beyond the Minneapolis/St. Paul (Twin Cities) area.

particularly viable in outstate regions where the need for participation exists, but where population is less dense than in the Twin Cities metropolitan area.

Financing and Fund Raising

Among the MAAA board's activities is fund raising. This focus is essential because the source and degree of support which member teams receive varies. In certain instances, costs of participation are underwritten by the school or schools from which the participants come. In other instances, costs are not underwritten by the school, since certain school districts, at this time, have elected to officially associate only with cocurricular activities sponsored by the Minnesota State High School League (MSHSL). In the latter instances, financial support from the MAAA is particularly critical in assuring continued participation opportunities for those independently formed teams. Among the more recent and successful fund raisers was a benefit contest staged between MAAA athletes and members of the Minnesota Vikings professional football team (Figure 10.1).

The MAAA Goal of Recognition and Sanction by the MSHSL

Among the goals of the MAAA is to have adapted athletics become officially recognized and sanctioned by the MSHSL. The philosophy which underpins this goal purports that the MSHSL, which exists for the expressed purpose of providing educationally sound cocurricular activities for high school students, should function as the provider of such activities for all students. Just as it would be perceived as discriminatory to categorically deny sports experiences to students because students happen to be female, it is the persuasion of certain adapted sports advocates that nonrecognition of athletes, merely because they have disabilities, likewise is discriminatory. This philosophical persuasion is reinforced by said advocates' citing alleged similarities between Title IX and Section 504 (both civil rights laws), and further interpretations of both Section 504 and Public Law 94-142. At the time of this writing, a favorable association is evolving between the MAAA and the MSHSL.

Evolution of the MAAA

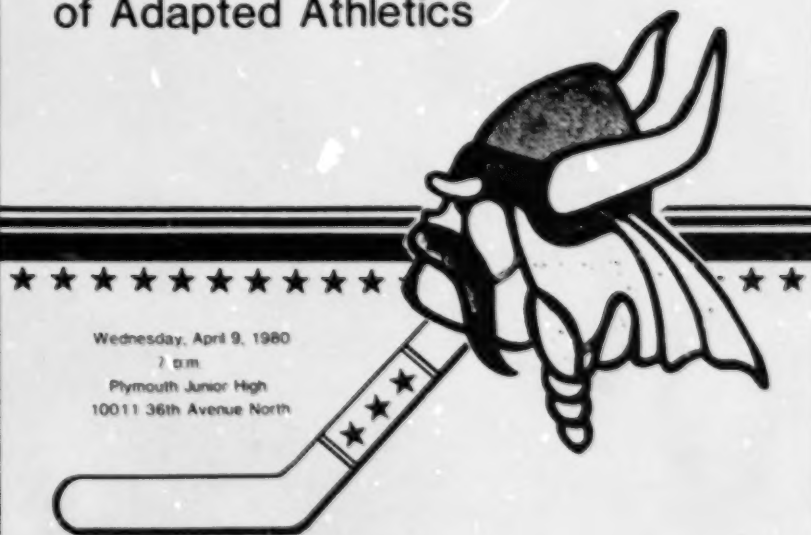
Adapted floor hockey, the first sport sanctioned by the MAAA, was first played in somewhat less sophisticated form as early as 1962 in Minnesota. The sport was introduced in adapted physical education classes in certain Minneapolis and St. Paul schools and at a camp serving the needs and interests of persons with physical disabilities (Camp Courage). In 1973, two participants in early floor hockey experiences, Bob Anderson and Jim Christy, endeavored to capture the true essence of hockey for players with physical disabilities through their insightful rewriting of the 1972 Official NCAA Hockey Rules. Together with their former adapted physical education teacher, Ed Prohowsky and the then assistant director (now director) of Camp Courage, Bob Polland, they paved the way for an initial meeting between two adapted floor hockey teams in the spring of 1974. Adapted floor hockey began to gather momentum from this point. A natural outgrowth of that momentum was formation of the Adapted Floor Hockey League in 1975. At that time, three teams comprised the newly formed league. In 1978, the organization came to be known as the Minnesota Association for Adapted Athletics, with the subsequent addition of adapted soccer as the

FLOOR HOCKEY

Minnesota Vikings

vs.

Minnesota Association
of Adapted Athletics



Wednesday, April 9, 1980

7 a.m.

Plymouth Junior High
10011 36th Avenue North



Sponsored by Courage Center

Figure 10.1
Sample Fund Raising Brochure

Association's second sanctioned sport.*

The MAAA has since grown to include six teams, all of which participate in both sanctioned sports. Four additional teams currently are in the process of being formed and admitted to the MAAA. The new teams already have begun to participate in the league's invitational tournaments. Coaches who, as concerned adapted physical educators, originally donated time and effort now are remunerated commensurate with remuneration received by coaches in non-adapted (MSHSL sanctioned) athletic programs.

MAAA regular season play now leads to determination of the regular season league champion. Following the regular season, the MAAA sponsors a post-season tournament in which all teams are eligible to participate. At this time, a post-season league champion is determined. While the same team could win both championships, the possibility exists that two different MAAA champions will emerge during any one season.

Summary

While adapted physical education has been provided under Minnesota law for more than 50 years, similar provisions were never made regarding sports for persons with physical disabilities. The MAAA has made significant strides in filling this void. Though the MAAA is not officially a function of the state education agency, there is both the desire and intent to become so-affiliated.

The MAAA is a relatively young organization. It is a dynamic association which is good today and strives to be better tomorrow. The Association welcomes communication with others so-engaged. Communication is encouraged that it might serve the twofold purpose of advancing ideas that work while minimizing "reinvention of the wheel".

*MAAA adapted soccer is based upon modifications of soccer rules as outlined in the Soccer Rule Book of the National Association of State High School Federations.

SPECIAL ATHLETIC OPPORTUNITIES IN HIGHER EDUCATION

by Francis X. Short
SUNY Brockport

There has been a need on many college campuses across the United States to provide meaningful intramural and extramural sport programming to students with disabilities. This need would appear to be the result of a number of factors, including an increased desire on the part of students with disabilities to be involved in physical activities, the rapid growth of special sport organizations (e.g., National Wheelchair Athletic Association, National Association of Sport for Cerebral Palsy, etc.), and recent federal legislation--most notably Section 504 of the Vocational Rehabilitation Act. Many intramural directors (frequently with the help of a university advocate for students with handicapping conditions) are finding that they have the capability to meet this need for special programming, due in large part, to the work of the various special sport groups. These organizations have developed activities that may be adopted or easily modified for use in collegiate intramural or extramural settings. As a result, adapted sport opportunities at the collegiate level appear to be increasing.

While special sport opportunities may be increasing on college campuses, it is not generally known how many (or which) schools currently offer adapted sport programs. In an effort to determine this information, a survey was distributed during October of 1980 to all four-year colleges and universities which were listed in the 1979-80 National Directory of College Athletics (Men's Edition). Approximately 1,200 schools were contacted. The purposes of this survey were as follows:

1. To identify colleges/universities which currently offer adapted sport programs;
2. To enhance the sharing of information and ideas between colleges/universities which offer such programs;
3. To identify possible sources of extramural sport competition for these college/universities;
4. To serve as a resource for prospective college students who would like to take part in these extracurricular experiences.

A copy of the survey was mailed to the director of intramurals at each four-year college listed in the Directory of College Athletics. The intramural director was asked to return the survey if he/she responded "yes" to either (or both) of the following questions: 1) Does your school currently offer an intramural program that is somehow designed to accommodate students with handicapping conditions? 2) Does your school offer any sport activities in which students with handicapping conditions compete against other persons with handicapping conditions from different schools or agencies? In addition, respondents were asked to indicate activities which are offered, the approximate number of participants by disability classification, the name of the most appropriate "contact" at the school and, for extramural competition, the name of other schools with which they compete.

A total of 45 schools reported that they currently offer either intramural and/or extramural competition that is somehow modified or adapted for disabled participants. A relatively large number of schools indicated that individuals with handicapping conditions participate in certain activities without modification or adaptation. Since one of the purposes was to identify institutions with adapted sport programs, these schools have not been included in the findings presented here.

A total of 36 of the responding schools supplied information relative to the number of participants in their adapted programs. These 36 schools accounted for approximately 1,352 participants. Of the three major disability classifications which were reported, physically/orthopedically impaired (including cerebral palsy), visually impaired, and hearing impaired, the physically/orthopedically impaired group was the largest with an approximate total of 750 participants. Three institutions, Arizona State University, University of California-Berkeley, and Southern Illinois University, each reported over 100 participants in the physically/orthopedically impaired category.

Approximately 434 hearing impaired participants were reported by responding schools. Two schools, California State University-Northridge and National Technical Institute for the Deaf (NTID), accounted for about 310 of these participants. Both Northridge and NTID reported that many of their hearing impaired students participate without major modification with and against hearing peers. The fact that hearing impaired individuals can and do participate in integrated competitive settings is probably responsible for the relatively small number of participants reported by responding schools.

The smallest number of participants were those in the visually impaired group. Approximately 168 individuals were accounted for by responding schools. Only three schools, Middle Tennessee State University, University of California-Berkeley, and Southern Illinois University, reported at least 20 visually impaired participants.

Most of the intramural activities offered by responding schools appeared to be relatively "traditional". For instance, activities such as archery, bowling, basketball, swimming, tennis, badminton, softball, and volleyball were frequently listed. A few activities, however, were listed which might be considered more or less unique to "traditional" intramural offerings. These unique activities included backgammon, chess and other board games, card games, computer games, power frisbee, arm wrestling, parcours, floor hockey, billiards, inner tube water polo, goal ball, and bocce ball.

In terms of extramural competition, wheelchair basketball was by far the most popular activity. Of the 20 schools which reported extramural offerings (including Northridge and NTID), 17 indicated that they have a wheelchair basketball team. In most instances, these teams have some form of "club" status within the university. As such, participants may include faculty, staff, graduate students, and perhaps even members of the local community in addition to undergraduate students. The major source of competition for these club teams appears to be through the National Wheelchair Basketball Association's state and regional tournaments. There are currently, however, five institutions, Wright State University, University of Wisconsin-Whitewater, Southwest State University, University of Illinois, and Southern

Illinois University, which meet the eligibility requirements of their schools for intercollegiate competition. Each of these schools offer (or plan to in the near future) varsity letters to their wheelchair basketball participants. These five schools comprise the Central Intercollegiate Conference, the only such conference of its kind in the country.

Prior to presenting the list of schools which responded to the survey, it should be noted that this "directory" does not purport to be a definitive statement on collegiate adapted sport programs. There were a number of limitations associated with this investigation. First, the survey was limited to four-year colleges and universities listed in the 1979-80 National Directory of College Athletics (Men's Edition). Schools which did not offer intercollegiate athletics at that time were not listed in the Directory and, therefore, did not receive a survey. Second, the survey was limited to schools which offered adapted or modified sport programs during the 1980-81 school year. Obviously, an institution will only offer an adapted program when it has the need to do so. This need may change on a yearly basis as the nature of the student body changes. The list of schools presented, therefore, is subject to change on an annual basis. Third, the survey was limited to those schools which responded. Not all schools which offer adapted sport programs responded to the survey. (A number of schools which did not return surveys were identified as extramural competitors by schools which did return surveys. A list of these additional schools appears as an addendum to the "directory".)

The following is a list of the 45 responding schools arranged alphabetically. Information presented includes school name and location, name and college address of the appropriate contact person and, when available, the number of physically/orthopedically impaired (OI), visually impaired (VI), and hearing impaired (HI) participants for both intramural and extramural activity. A "WC" precedes extramural activities designed for wheelchair participants. The letters A, B, and C are used to indicate the way in which an intramural activity is conducted at a particular school. The notation used is as follows:

- A) Students with handicapping conditions are integrated in the regular intramural program for this activity with appropriate adaptations (i.e., rule changes, equipment modifications).
- B) This activity is specially designed for students with handicapping conditions, but it is also available to non-handicapped students (e.g., wheelchair basketball).
- C) This activity is specially designed for students with handicapping conditions and is not open to the rest of the student body.

Colleges and Universities Offering Adapted Sport Programs (1980-81)

Arizona State University Tempe, Arizona, 85281
 Contact: John T. Figy, Physical Education West, Room 122

Intramurals - Participants: 117 OI, 10 VI, 2 HI

Archery (A, B, C)	Table Tennis (B, C)
Bowling (A, B)	Basketball (B, C)
Track and Field (A, C)	Conditioning
Badminton (C)	Billiards
Horseshoes (B, C)	Parcourse
Wrestling (A, C)	Chess
Darts (A, C)	Power Frisbee
Weightlifting (C)	Arm Wrestling
Swimming (A, B, C)	Backgammon
Tennis (A, C)	Pinnochle
Computer Scrabble	

Extramurals - Participants: 53 OI, 5 VI

WC - Basketball	WC - Archery
WC - Track and Field	WC - Table Tennis
WC - Bowling	Badminton
Horseshoes	Swimming
Wrestling	Darts
Weightlifting	Tennis

Arizona, University of Tucson, Arizona, 85721
 Contact: Dr. Jim Alarid, 215 McKale Memorial Center

Intramurals - Participants: 15 OI, 5 VI, 5 HI

Table Tennis (A)	Billiards (A)
3 on 3 Basketball (A)	Track and Field (A)
Volleyball (C)	Wheelchair Games (C)

Extramurals - Participants: 15 OI, 5 VI, 5 HI

WC - Basketball

Arkansas, University of Fayetteville, Arkansas, 72701
 Contact: Jim Waugh, Disabled Student Advisor AV-114

Intramurals - Participants: 20 OI

Archery (B)	Bowling (B)
Track and Field (B)	Horseshoes (B)
Shuffleboard (B)	Volleyball (B)
Softball (B)	Weightlifting (B)
Swimming (B)	Basketball (B)
Road Racing (B)	

Arkansas, University of (cont.)

Extramurals - Participants: 30 OI

WC - Basketball
 WC - Track and Field
 WC - Volleyball
 WC - Road Racing

WC - Bowling
 WC - Archery
 WC - Swimming

Brandeis University

Waltham, Massachusetts, 02154

Contact: Nick Rodis, Director of Athletics

Intramurals

Volleyball (A)
 Softball (A)
 Swimming (A)

Tennis (A)
 Football (A)
 Basketball (A)

California Polytechnic State University

San Luis Obispo, California, 93407

Contact: D. Byrne, 100 Main Gym

Intramurals - Participants: 23 OI

Archery (A)
 Bowling (A)
 Track and Field (A)
 Horseshoes (A)
 Volleyball (A, B)

Swimming (A, C)
 Tennis (B)
 Paddleball (C)
 Soccer (C)

California State College

San Bernadino, California, 92407

Contact: Joe Long, Intramural Director

Intramurals - Participants: 4 OI, 2 HI

Basketball (A, B)

California State University

Los Angeles, California, 90032

Contact: Dr. Albert Marino, Department of Physical Education

Intramurals

Track and Field (A)
 Badminton (A)
 Wrestling (A)
 Volleyball (A)
 Softball (A)

Weightlifting (A)
 Swimming (A)
 Tennis (A)
 Football (A)
 Basketball (A)

California State University Northridge, California, 91330

Contact: Gary Miller, 117 Student Union

Intramurals - Participants: 200-300 HI

Bowling (A)	Softball (A)
Golf (A)	Handball (A)
Track and Field (A)	Soccer (A)
Badminton (A)	Tug-of-War (A)
Volleyball (A)	Swimming (A)
Tennis (A)	Football (A)
Table Tennis (A)	Basketball (A)

(Northridge also reported that many students with hearing impairments participate in regular extramural activity.)

California, University of Berkeley, California, 94720

Contact: Eva Jensch, 605 Eshleman Hall

Intramurals - Participants: 200 OI, 50 VI, 20 HI

Archery (B)	Swimming (B)
Bowling (B)	Tennis (B)
Track and Field (B)	Football (B)
Weightlifting (B)	Basketball (B)

Extramurals - Participants: 50 OI, 5 VI, 2 HI

WC - Track and Field	WC - Weightlifting
WC - Basketball	WC - Swimming
WC - Archery	

California, University of Santa Barbara, California, 93106

Contact: Paul Lee, Intramural Director

Intramurals - Participants: 10-15 OI

Weightlifting (C)	Football (B)
Basketball (B)	Tennis (B)

Extramurals

WC - Basketball

Central Michigan University Mt. Pleasant, Michigan, 48859

Contact: Tom R. Jones, Campus Recreational Services

Intramurals - Participants: 5 OI, 2 VI

Archery (A)	Bowling (A)
Golf (A)	Softball (A)

East Carolina University Greenville, North Carolina, 27834
 Contact: Nance Mize, 204 Memorial Gym

Intramurals - Participants: 8-12 OI, 5 VI, 15-20 HI

Archery (A)	Bowling (A)
Golf (A)	Badminton (B)
Horseshoes (A)	Volleyball (C)
Weightlifting (A, B)	Swimming (A, B)
Table Tennis (C)	Arm Wrestling (A)
Football (C)	Floor Hockey (B)
Softball (B)	

Eisenhower College Seneca Falls, New York, 13148
 Contact: Dorothy Widmer

Intramurals - Participants 5-6 OI

Golf (A)

Fairmont State College Fairmont, West Virginia, 26554
 Contact: Jean E. Ward

Intramurals - Participants: 25-50 OI, 10 VI, 20 HI

Archery (A)	Bowling (A)
Track and Field (A)	Horseshoes (A)
Shuffleboard (A)	Wrestling (A)
Volleyball (A)	Foul Shooting (A)
Backgammon (A)	Chess (A)
Billiards (A)	

Flagler College St. Augustine, Florida, 32084
 Contact: Dan Stewart, 1 King Street

Intramurals - Participants: 2 OI, 10 HI

Bowling (A)	Weightlifting (A)
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Gardner-Webb College Boiling Springs, North Carolina, 28017
 Contact: David Gardner, Box 232

Intramurals - Participants: 6 HI

Golf (A)	Volleyball (A)
Softball (A)	Swimming (A)
Tennis (A)	Football (A)
Basketball (A)	

Georgia, University of Athens, Georgia, 30602
Contact: Sarah Stanley, Director of Intramurals

Intramurals - Participants: 2 OI, 1 HI

Volleyball (B)	Table Tennis (B)
Basketball (B)	

Graceland College Lamoni, Iowa, 50140
Contact: Barb Bryan, Box 1525, Department of HPER

Intramurals - Participants: 2 OI, 1 VI

Wrestling (A)	Weightlifting (A)
Softball (A)	Inner Tube Water Polo (A)

Iowa, University of Iowa City, Iowa, 52242
Contact: Pat Collins, Coordinator, Recreation for the Handicapped

Intramurals - Participants: 11 OI, 2 VI, 1 HI

Archery (A)	Wrestling (A)
Bowling (A, B)	Volleyball (A)
Golf (A)	Softball (A)
Track and Field (A)	Weightlifting (A, C)
Swimming (A)	Tennis (A)
Football (A)	Table Tennis (A)
Basketball (A, B)	

Extramurals

WC - Basketball

Kent State University Kent, Ohio, 44242
Contact: Sheryl Smith, Intramural Department

Intramurals - Participants: 15-20 01

Weightlifting (A)	Swimming (C)
Basketball (B)	

Extramurals - Participants: 10-15 OI

WC - Basketball

Kentucky, University of Lexington, Kentucky, 40506
 Contact: Dr. Stan Labanowich, 110 Seaton Building

Extramurals

WC - Basketball

WC - Track and Field

Lamar University
 Contact: Recreational Sports

Beaumont, Texas, 77710

Intramurals

Track and Field (B)
 Softball (B)

Goalball (B)
 Basketball (B)

Longwood College Farmville, Virginia, 23901
 Contact: Frank Brasile, Therapeutic Recreation

Extramurals - Participants: 3 OI

Swimming

WC - Track and Field

Louisville, University of Louisville, Kentucky, 40208
 Contact: Bill Cox, Special Populations Services

Extramurals - Participants: 10 OI, 2 HI

WC - Basketball

Memphis State University Memphis, Tennessee, 38152
 Contact: Gail Hall, Campus Recreation

Intramurals

Basketball (B)
 Bowling (B)

Archery (B)

Michigan State University East Lansing, Michigan, 48824
 Contact: Eric Gentile, Handicapped Services

Intramurals

Weightlifting (A)
 Basketball (C)

Swimming (A)

Extramurals - Participants: 10 OI

WC - Basketball

Middle Tennessee State University Murfreesboro, Tennessee, 37132
 Contact: Glenn Hanley, Campus Recreation, Box 556

Intramurals - Participants: 25 OI, 20 VI

Bowling (C)	Football (B)
Track and Field (C)	Basketball (B)
Softball (B)	

Extramurals - Participants: 15 OI, 10 VI

WC - Basketball	WC - Bowling
WC - Track and Field	

Mississippi State University Mississippi State, Mississippi, 39762
 Contact: Ralph Bender, P.O. Drawer F.C.

Intramurals

Bowling (A)	Weightlifting (B)
Horseshoes (A)	Swimming (A)
Volleyball (A)	Table Tennis (A)
Softball (A)	Basketball (A)

Missouri, University of Columbia, Missouri, 65211
 Contact: Candy Olson, 614 Kuhlman Court

Intramurals - Participants: 4-10 OI, 2 VI

Archery (B)	Bowling (A)
Badminton (B)	Tennis (B)
Table Tennis (B)	Basketball (B)
Bowling (A)	

Extramurals - Participants: 7 OI

WC - Basketball

National Technical Institute for the Deaf Rochester, New York, 14623
 Contact: Barbara Chandler, Department of Student Life

Extramurals - Participants: 60 HI

Volleyball	Soccer
Basketball	Softball

New Mexico, University of Albuquerque, New Mexico, 87131
 Contact: Tim Gutierrez, Department of HPER

Intramurals - Participants: 25 OI, 13 VI, 10 HI

Bowling (A)	Golf (A)
Badminton (A)	Horseshoes (A)

New Mexico, University of (cont.)

Wrestling (A)	Goal Ball (C)
Volleyball (A)	Darts (A)
Softball (C)	Weightlifting (A)
Swimming (A)	Tennis (A)
Football (A)	Table Tennis (A)
Basketball (B)	Track and Field (A)

Extramurals - Participants: 20 OI, 6 VI, 5 HI

Volleyball	Softball
WC - Basketball	

New Orleans, University of New Orleans, Louisiana, 70122
Contact: Don Schlinder, Handicap Program

Intramurals - Participants: 15 OI

Track and Field (A)	Swimming (A)
Computer Games (C)	

North Carolina, University of Greensboro, North Carolina, 27412
Contact: Dr. Ellen C. Greaves, 011 Rosenthal Gym

Intramurals - Participants: 5 OI

Weightlifting (A)	Swimming (A)
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Ohio State University Columbus, Ohio, 43210
Contact: Dr. Mary A. Daniels, 106 Larkins Hall

Intramurals - Participants: 24 OI, 3 VI, 2 HI

Archery (A)	Swimming (C)
Bowling (A)	Table Tennis (C)
Track and Field (A)	Basketball (C)
Darts (C)	Table Games (C)
Square Dancing (C)	Conditioning (C)

Oklahoma, University of Norman, Oklahoma, 73026
Contact: Linda Zinner, 731 Elm-Hester Hall #315

Intramurals - Participants: 2 OI

Track and Field (C)	Softball (A)
Basketball (B)	

Pan American University Edinburg, Texas, 78539
 Contact: Thomas Esparza, 811 South 16th Avenue
Intramurals - Participants: 15 OI, 10 VI, 10 HI

Track and Field

Rhode Island College Providence, Rhode Island, 02908
 Contact: Department of Recreation
Intramurals

Bowling (A)

Camping (C)

Ripon College Ripon, Wisconsin, 54971
 Contact: Chuck Larson
Intramurals - Participants: 10 OI, 4 VI

Wrestling (A)

Weightlifting (A)

Southern Illinois University Carbondale, Illinois, 62901
 Contact: Richard DeAngelis, Recreation for Special Populations
Intramurals - Participants: 100 OI, 20 VI, 5 HI

Archery

Bocce Ball

Bowling

Wrestling

Golf

Goal Ball

Track and Field

Volleyball

Badminton

Softball

Horseshoes

Weightlifting

Basketball

Football

Swimming

Table Tennis

Extramurals - Participants: 45 OI, 2 VI, 5 HI

WC - Archery

Goal Ball

WC - Bowling

Wrestling

WC - Basketball

Softball

WC - Football

Weightlifting

WC - Track and Field

Table Tennis

Bocce Ball

Swimming

Southwest Missouri State University Springfield, Missouri, 65802
 Contact: John C. Harper, Recreational Sports Assistant
Intramurals - Participants: 3 OI, 3 VI, 10 HI

Archery (A)

Softball (A)

Bowling (A)

Weightlifting (A)

Golf (A)

Swimming (A)

Track and Field (A)

Tennis (A)

Southwest Missouri State University (cont.)

Badminton (A)
 Volleyball (A)
 Cross Country (A)
 Frisbee (A)

Basketball (A)
 Water Polo (A)
 Racquetball (A)

Southwest State University
 Contact: Lew Shaver, CA124

Marshall, Minnesota, 56253

Intramurals - Participants: 30 OI, 2VI

Track and Field (B)
 Softball (B)
 Swimming (B)
 Football (B)
 Basketball (B)

Badminton (A)
 Weightlifting (B)
 Tennis (B)
 Table Tennis (B)
 Bowling (B)

Extramurals - Participants: 30 OI, 2 VI

WC - Basketball
 WC - Football
 WC - Track and Field
 WC - Swimming

WC - Bowling
 WC - Archery
 WC - Softball
 WC - Weightlifting

Temple University
 Contact: Scott Klein, Recreation Services Department

Philadelphia, Pennsylvania, 19122

Intramurals - Participants: 5 OI, 4 VI

Bowling (A)
 Badminton (A)
 Wrestling (A)
 Swimming (A)
 Tennis (A)
 Football (A)

Volleyball (A)
 Softball (A)
 Weightlifting (A)
 Floor Hockey (A)
 Table Tennis (A)
 Basketball (A)

Texas A & M University
 Contact: Pat Fierro, Assistant Intramural Director

College Station, Texas, 77843

Intramurals - Participants: 2 OI

Basketball (B)

Extramurals - Participants: 6 OI

WC - Basketball

Wheeling College
 Contact: Donna Zimmerman, Department of Athletics

Wheeling, West Virginia, 26003

Intramurals - Participants: 5 OI, 1 HI

Volleyball (A)

Football (A)

Softball (A)

Wright State University
 Contact: George W. Gayle, Adapted Physical Education

Dayton, Ohio, 45435

Intramurals

Archery (A)

Bowling (A)

Track and Field (C)

Weightlifting (A)

Table Tennis (A)

Aquatics (C)

Racquetball (B)

Water Polo (A)

Square Dance (B)

Skiing (B)

Basketball (B)

Extramurals

WC - Basketball

WC - Track and Field

Summary of Institutions Offering Adapted Intramurals (1980-81)

Arizona State University
 University of Arizona
 University of Arkansas
 Brandeis University
 California Polytechnic State University
 California State College - San Bernadino
 California State University - Los Angeles
 California State University - Northridge
 University of California - Berkeley
 University of California - Santa Barbara
 Central Michigan University
 Eisenhower College
 Fairmont State College
 Flagler College
 Gardner-Webb College
 University of Georgia
 Graceland College
 University of Iowa
 Kent State University
 Lamar University

Memphis State University
 Michigan State University
 Middle Tennessee State University
 Mississippi State University
 University of Missouri
 University of New Mexico
 University of New Orleans
 University of North Carolina
 Ohio State University
 University of Oklahoma
 Pan American University
 Rhode Island College
 Ripon College
 Southern Illinois University
 Southwest Missouri State University
 Southwest State University
 Temple University
 Texas A & M University
 Wheeling College
 Wright State University

Summary of Institutions Offering Adapted Extramurals (1980-81)

Arizona State University	University of Louisville
University of Arizona	Michigan State University
University of Arkansas	Middle Tennessee State University
California State University - Northridge	University of Missouri
University of California - Berkeley	National Technical Institute for the Deaf
University of California - Santa Barbara	University of New Mexico
University of Iowa	Southern Illinois University
Kent State University	Southwest State University
University of Kentucky	Texas A & M University
Longwood College	Wright State University

Additional Schools Identified as Extramural Competitors by Responding
Institutions (1980-81)

Cypress College	Saddleback College
Eastern Kentucky University	San Jose State University
Emporia State College	University of Texas
Hofstra University	University of Texas - Arlington
University of Houston	Texas Tech University
University of Illinois	Wayne State University
University of Maryland	Whittier College
University of North Dakota	University of Wisconsin - Whitewater

AN OVERVIEW AND PERSPECTIVE ON INTERNATIONAL DISABLED
SPORTS: PAST-PRESENT-FUTURE

by Craig A. Huber, Sports Coordinator
National Association of Sports
for Cerebral Palsy

For anyone to fully understand the international disabled sports movement, it is imperative to analyze the present situation and then delve into the historical development of the five existing international disabled sports organizations and their respective national members.

The five existing international disabled sport bodies are the International Stoke Mandeville Games Federation (ISMGF) representing spinal cord injured sportspersons, whose United States organizational member is the National Wheelchair Athletic Association (NWAA); Cerebral Palsy-International Sport and Recreation Association (CP-ISRA) representing cerebral palsy sportspersons, whose United States organizational member is the National Association of Sports for Cerebral Palsy (NASCP); Special Olympics International representing mentally retarded sportspersons, whose United States organizational member is Special Olympics, Inc.; International Committee of Sports for the Deaf (ICSOD) representing hearing impaired athletes, whose United States organizational member is the American Athletic Association of the Deaf (AAAD); and the International Sports Organization for the Disabled (ISOD) representing sportspersons who are blind, amputee, and other locomotor disabilities. The United States organizational member for athletes who are visually impaired is the United States Association for Blind Athletes (USABA). Currently, the United States Representative to ISOD is the director of NWAA. ISOD has assumed other responsibilities due to historical circumstances. It sponsors the Disabled Olympics with ISMGF and CP-ISRA. The relationship of these five organizations is presented in Figure 12.1.

ISOD is presently restructuring its constitution and organizational chart to become the International Federation of Sports Organizations for the Disabled (IFSOD). This federation would represent all international disabled sports bodies, sanction all international sport competitions, and sponsor the Disabled Olympics. The Disabled Olympics (or Olympics for the Physically Disabled) has been in existence since 1960, even though not all physically disabled types have been included. These Disabled Olympics are held prior to or immediately following the World Olympics at the same site (where possible) and will eventually provide an elite sports format including all disability groups. The hope of many disabled athletes is that, in time, it will be held in conjunction with the World Olympics and that the barrier separating the able bodied and disabled sports will slowly dissolve.

It is the opinion of this author that the present situation reflects both positive and negative trends. The positive trend is that efforts are being undertaken to provide the disabled person, regardless of the degree, type, or nature of one's disability, with an opportunity for international competition. The negative trend is the lack of authentic cooperation between these international sport bodies. The fact is that the Special Olympics International and the International Committee of Sports for the Deaf remain autonomous to ISOD and have not really been approached in the planning stages

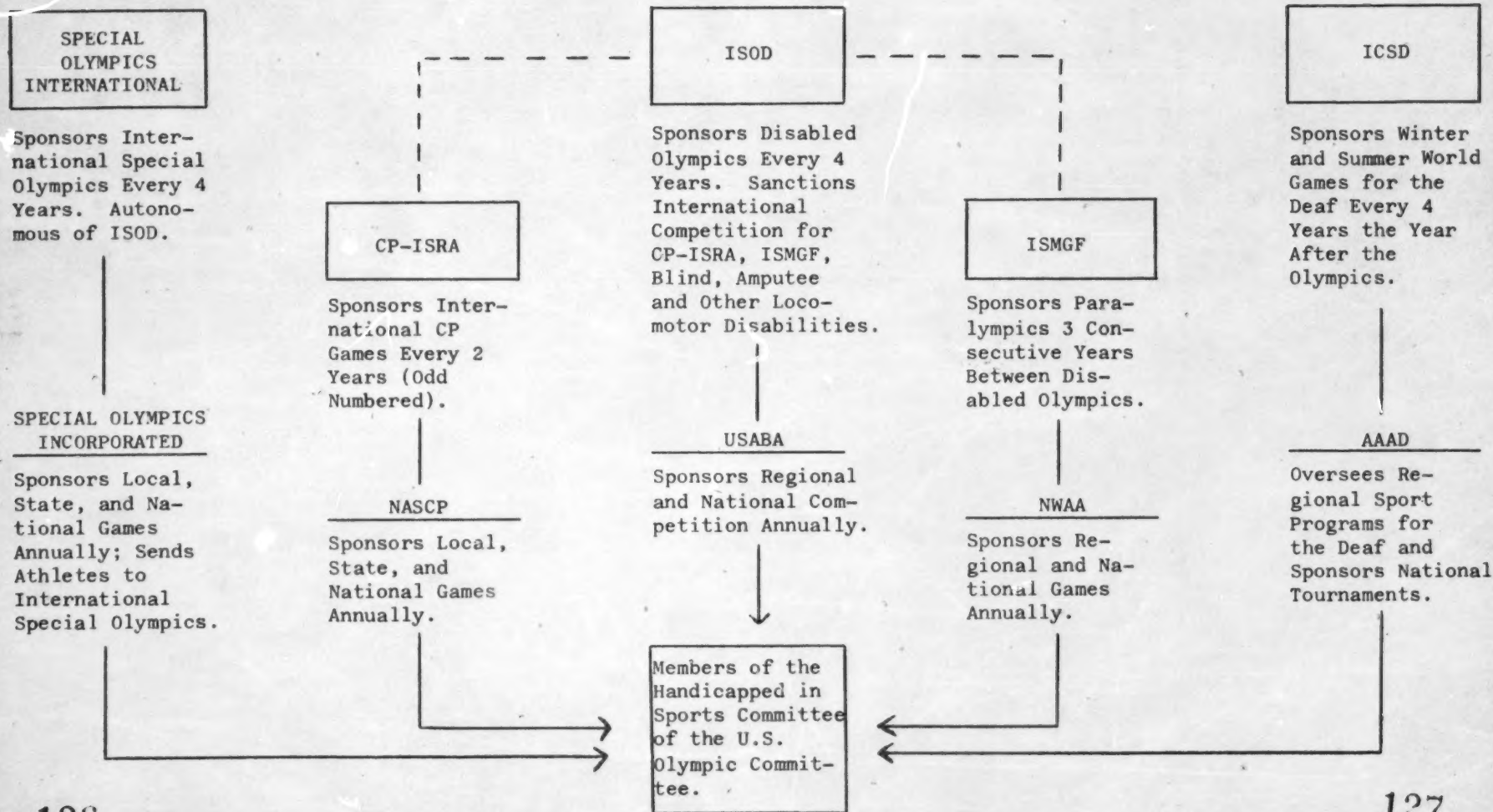


Figure 12.1
Present Relationship Between Five Existing International Sports Organizations and Appropriate USA National Bodies

of the proposed federation - IFSOD. In fact, a lack of cooperation also exists between the five national bodies within the United States. Hopefully, however, this situation will be rectified in time by the work of the newly formed Handicapped In Sports Committee of the United States Olympic Committee, which is mandated by the 1978 Amateur Sports Act to coordinate the activities of all national sport governing bodies. It may be of interest to note here that ISOD's use of the term "olympics" has not been legally approved by the International Olympic Committee (IOC) and, for that matter, the recognition and patronage of IOC towards the Disabled Olympics has not been officially realized.

A closer look at the historical development of the international sports movement will provide a proper context to the understanding of the present situation and the influence the international scene has had upon national disabled sports movements.

Prior to World War II, the only international disabled sports organization was the International Committee of Sports for the Deaf, which was formed in 1924 to sponsor World Games for the Deaf. The first World Games for the Deaf were held the same year in France and then in Amsterdam in 1928, in Nuremberg in 1931, in London in 1935, in Stockholm in 1939, in Copenhagen in 1949, and have continued every four years hence, a year after the World Olympics. The United States first sent a team in 1935. In 1945, the American Athletic Association for the Deaf became the national governing body for hearing impaired athletes and the official sponsoring agent for USA teams to Summer and Winter World Games for the Deaf. AAAD is a member of the Handicapped In Sports Committee of the United States Olympic Committee. As mentioned previously, the ICSD has remained autonomous of any other disabled sports organization.

With the exception of the deaf, the disabled had no opportunity for international sport competitions prior to World War II. Most disabled people with a love for sports competed amongst themselves by racing their wheelchairs against each other through institutional wards or swam in pools designed basically for therapeutic purposes.

Undoubtedly, the life work of Sir Ludwig Guttman, the founder of the famous Spinal Injuries Centre at Stoke Mandeville, England, was the stimulus to the growth of the international sports movement as we know it today.

The tragedy of World War II, beyond the destruction of property and the thousands of deaths, was the large number of veterans who returned home to their countries disabled paraplegics, amputees, and other physically disabled casualties. Prior to the war, the disabled were seen as a burden to society, and any treatment practiced for the disabled was strictly medical with no efforts towards remediation or rehabilitation.

Sir Ludwig's novel approach for the treatment of these disabled soldiers was rehabilitative in nature and focused on eliminating associated problems connected with being wheelchair bound and on mobilizing the forces of natural repair. As part of the rehabilitative program, competitive sports was seen as an integral factor to treatment. The disabled were no longer to be viewed by the public as detriments to society. The disabled person was about to come of age as a contributing member to society.

During the late 1940's, competitive teams of wheelchair athletes composed of participants whose disabilities ranged from post polio paralysis, leg amputations and paraplegics disabled by war, accidents, or congenital defects began to emerge in different European countries. In 1946, Stoke Mandeville Hospital sponsored the first recognized games for wheelchair athletes.

In the United States, a wheelchair basketball team from California called the "Flying Wheels," toured the country and inspired the creation of wheelchair basketball teams and leagues throughout the country. In 1949, the University of Illinois organized the first national wheelchair basketball tournament. The National Wheelchair Basketball Association evolved and has flourished ever since.

Dr. Guttman, in the early 1950's, met with Ben Lipton to discuss the growth of wheelchair sports and the possibilities for international competition. These talks had important implications for the development of organized wheelchair sports on a national and international level. Mr. Lipton, through the backing of the Joseph Bulova School of Watchmaking, founded the National Wheelchair Athletic Association which sponsors various competitive sports on a state, regional, and national level for the spinal cord injured and wheelchair amputee. NWAA is a member of the Handicapped in Sports Committee of the United States Olympic Committee.

In 1952 at Stoke Mandeville Hospital, Sir Ludwig Guttman organized an international wheelchair games with the Netherlands team competing against the British team. This event, now called Paralympics, has been held annually ever since and has grown to over 40 participating countries. In the early 1960's, the International Stoke Mandeville Games Federation was formed under Dr. Guttman's leadership to sanction all international games for the spinal cord injured.

Significantly, in 1960 the United States entered its first international wheelchair games. The same year also marked the first time wheelchair games were held in relationship to the Olympic Games and were called Paralympics. The 1960 Olympic and Paralympic Games took place in Rome. Since then, the Paralympics have been held annually at Stoke Mandeville, England, and on every fourth year at the Summer Olympic host city (when possible) immediately following the Summer Olympics. Thus, Paralympics, which became the Disabled Olympics in 1980, took place in 1964 in Tokyo, 1968 in Tel Aviv, 1972 in Heidelberg, 1976 in Montreal, and 1980 in Arnhem, Holland. (The Soviet Union refused to host the 1980 Disabled Olympics.) The numbers of participating countries and athletes has risen substantially since 1958, where two countries and approximately 50 athletes competed compared to 1980 where 44 countries and 2,000 athletes representing five continents participated.

The 1960's saw the expansion of international sport competitions to other disability groups not eligible for the Deaf World Games or the Paralympics. In 1963, ISOD (International Sports Organization for the Disabled) was created in France to provide international sport competitions for the blind, amputee, and other locomotor disabilities. In 1966, Dr. Guttman assumed the leadership of ISOD, and the ISOD headquarters moved to Stoke Mandeville. The international games sponsored by ISOD continued to be called the Paralympics and early participation was predominated by spinal cord injured sportspersons.

Finally, in 1976, blind and amputee athletes were invited to the Paralympics in Montreal. In 1980, cerebral palsy sportspersons were invited to the games which were now more appropriately called the Disabled Olympics.

Other international sports organizations that evolved in the 1960's were Special Olympics International and the International Cerebral Palsy Society. Special Olympics International, sponsored by the Joseph P. Kennedy Foundation of the United States, ran the first international Special Olympics for the mentally retarded at Soldier's Field, Chicago in 1968. These olympics were extremely successful and have been operating ever since. Special Olympics International is autonomous of ISOD. Special Olympics, Inc., is the national sports organizing body for the mentally retarded in the United States and is also a member of the Handicapped In Sports Committee of the United States Olympic Committee.

In the same year, the International Cerebral Palsy Society sponsored the first international games for cerebral palsy in France. These games were stimulated by the International Cerebral Palsy Society because it was felt that ISOD was not sensitive to the cerebral palsy sportsperson. These games have been held every two years since 1968 under the sponsorship of ICPS until 1978. At that time, ICPS relinquished its competitive sports responsibility to CP-ISRA. CP-ISRA became recognized by ISOD as the official sanctioning body for cerebral palsy sports and, in 1980, sponsored small international games in Denmark and Belgium for those cerebral palsy athletes whose lower classification disqualified them from the 1980 Disabled Olympiad. CP-ISRA will continue to run international games every two years and will cooperate with the new federation (IFSOD) on the development of an appropriate sports format during Olympic years. NASCP is the organizational member to CP-ISRA and is also a member of the United States Olympic Committee's Handicapped In Sports Committee.

Since the 1976 Paralympics held in Montreal, the blind and amputee sportspersons have been organizing themselves on national levels. Although neither organization has a separate international organization like ISMGF or CP-ISRA, and are therefore under the direction of ISOD, both groups are working towards developing an international organization by the late spring of 1981 and will hopefully be federated under the new ISOD plan. In the United States, the United States Association of Blind Athletes (USABA) was created in 1978 as the national governing sports body for blind athletes. USABA is also a member of the United States Olympic Committee's Handicapped In Sports Committee.

Efforts are being made by the National Handicapped Sports and Recreation Association (NHSRA) to become the national sports governing body for amputees in this country. NHSRA presently sponsors winter sports for amputee and other disabilities and are working towards a summer games format. This organization has not yet achieved membership within the United States Olympic Committee.

ISOD, through the Norwegian Sports Association, is making plans to conduct games for individuals with other locomotor disabilities who are not eligible competitors for ISMGF (spinal cord), CP-ISRA (cerebral palsy), or amputee, hearing and visually impaired. In July of 1981, Summer Games for other locomotor disabilities will be held in Oslo, Norway. Eligible disabilities to these games will include athletes with muscular dystrophy,

multiple sclerosis, arthrogryposis, dwarfism, and others. In the United States, NASCP includes these disabilities in their local, state, and regional games, but not at national games. Other than the efforts of NASCP and Special Olympics, no other national effort has been made to develop competitive sport programs for these other locomotor disabilities.

History has seen a phenomenal growth and interest in the disabled sports movement over a short span of time. The work of Sir Ludwig Guttman, a small group of very dedicated, visionary physicians, and rehabilitation and recreation professionals throughout the world have begun an exciting and opportunistic era for the disabled sports person. What is needed now is the bringing together of international disabled sport bodies into a coordinate federation. A coordinated effort will:

1. Develop a body which would a) sanction all international disabled sport competitions, b) would insure competitions for all disabilities, and c) would lobby the International Olympic Committee to officially recognize and legally patronize the Disabled Olympics;
2. Develop a sports technical committee equally representative of all disability types to a) continue to foster appropriate world championships for all disability groups that stimulate the development of disabled athletes and b) to construct a sports format for the Disabled Olympics which, by its design, would provide the elite disabled sportsperson the ultimate Olympic opportunity regardless of one's disability classification grouping.

The ultimate result would be a greater number of disabled people participating in sports, the elimination of special classes of competition for the disabled person, and the bringing together of able bodied and disabled sport organizations. This unity would stimulate more incidences of disabled athletes reaching levels of ability where they can compete with non-disabled, would combine resources in a cost effective manner to insure the financing of international disabled sport competitions, would develop sports excellence, and would assure the continued upward social mobility experienced by the disabled in all facets of life.